Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"

2024-25

Safeguarding and Child Protection Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	2	21.10.19	Approved by school's Teaching and Learning Committee
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	5	06.12.22	Annual review by full governing body
		26.03.24	Annual review by full governing body
	6	03.12.24	Ratified by full governing body

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Legislation
This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children DfE (2023)
- Keeping Children Safe in Education DfE (2024)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019)
- What to do if you're worried a child is being abused DfE (March 2015)
- Information sharing: advice for practitioners providing safeguarding services DfE (2024)
- The Prevent duty: Departmental advice for schools and childcare providers DfE (2023)
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (2020)
- Sexual violence and sexual harassment between children in schools and colleges DfE (July 2021)
- Child sexual exploitation: guide for practitioners DFE (2017)
- Teaching online safety in school DfE (2023)
- Mental Health and Behaviour in Schools DfE (2018)
- Data protection: toolkit for schools DfE (2024)
- Promoting the education of children with a social worker (2024)
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines (2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education

Approval
The governing body or delegated to one of its committees

Review Frequency
Annual

Amendments

v4

- Document streamlined with web links to relevant information

v5

- Related policies (s5) updated to include reference to Low Level Concerns Policy

v6

- School details and general updating in line with Keeping Children Safe in Education (KCSIE) 2024 (pp 2/5/8/9/18/24/26/27/28/29/35/36/38/40)

Sandy Lane Nursery and Forest School

SCHOOL DETAILS

Headteacher:	Marcia Atherton
Designated Safeguarding Lead (DSL):	Kirsten Matthews
Deputy Designated Safeguarding Lead:	Marcia Atherton
Second Designated Safeguarding Lead;	Nicola Carney
Designated Governor for Safeguarding:	Kayleigh Rees
Chair of Governors:	Lucinda Duffy

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Part One: Safeguarding Information for all staff

Introduction to the purpose of this policy and procedure document

The purpose of this policy is to provide absolute clarity for all staff at Sandy Lane Nursery and Forest School in relation to our shared responsibilities in safeguarding our pupils. This policy and procedure document aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals should do to keep children safe and how it is managed practically at Sandy Lane Nursery and Forest School.

Policy Consultation & Review

This policy is available on our school website and paper copies can be obtained from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

Links with other policies

This safeguarding policy has obvious links with the wider safeguarding agenda and specifically all policies that make up the safeguarding suite of documents. When ratifying or reviewing the policy, links should be made with other relevant policies.

This policy is compliant with the Warrington Safeguarding Children Board (WSCB) and multi-agency safeguarding procedures, available at:
h8ttp://www.proceduresonline.com/pancheshire/warrington/index.html
The policy is provided to all staff at induction alongside our Staff Code of Conduct and behaviour policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2024).

This policy will be reviewed in full by the governing board on an annual basis. See front page for dates.

1 Key Principles

Everyone who works with children - including teachers, teaching assistants, office staff, premise staff and all other roles at Sandy Lane Nursery and Forest School including volunteers and governors - have a responsibility in keeping children safe. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. All staff provide help and support to meet the needs of children as soon as problems emerge.

Written records of all concerns, discussions and decisions are kept by the DSL, including the rationale for those decisions. These records include instances where referrals were or were not made to another agency such as LA Children's Social Care or the Prevent program. All records are logged and stored confidentially on CPOMS.

Safeguarding children is a shared responsibility, and it is acknowledged that no single professional or agency can have a full picture of a child's needs and circumstances. It is recognised that school staff are particularly important as they are in a position to identify concerns early and provide early help for children, to prevent concerns from escalating.

Academies, Schools and Colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2023). Schools should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

Sandy Lane Nursery and Forest School is committed to working together with all relevant agencies to ensure that children and families are able to receive the right help at the right time and that appropriate action is taken swiftly to protect children from harm.

We believe that:

- All children and young people have the right to be protected from harm;
- Children and young people need to be safe and to feel safe in school;
- Children and young people need support which matches their individual needs, including those who may have experienced abuse;
- All children and young people have the right to speak freely and voice their values and beliefs;
- All children and young people must be encouraged to respect each other's values and support each other;
- All children and young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child and young person will achieve better educationally;
- Schools can, and do, contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

2 Our Responsibility to Children

This policy will make clear the expectation and responsibility that all staff at Sandy Lane Nursery and Forest School have to contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Training staff to the signs and indicators that a child may be at risk;

- Developing staff awareness, through training, of the types of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils may face;
- Addressing concerns at the earliest possible stage by offering early help; and
- Taking action when a child needs protection and safeguarding;
- Working together with all agencies to help to reduce the potential risks that pupils may face if being exposed to abuse, neglect, violence, extremism, exploitation, or victimisation.

All staff can contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs;
- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures, including reporting any low level concerns (see the school's Low Level Concerns Policy); and
- Working in partnership with pupils/students, parents and agencies.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2023) https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

3 Safer Recruitment

There is a separate specific policy for **Safer Recruitment**, which is part of the safeguarding suite of documents. Find below a brief summary statement in relation to safer recruitment.

Sandy Lane Nursery and Forest School pays full regard to 'Keeping Children Safe in Education' (KCSIE DfE 2024). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and completing checks in relation to Prohibition Orders and disqualification by association checks for relevant staff. Evidence of such robust checks can be found in the school's Single Central Record (SCR).

When candidates are shortlisted for interview, they are informed that online searches may be completed as part of due diligence checks in the recruitment process.

At Sandy Lane Nursery and Forest School, we follow a colour coded lanyard system in order to identify who is DBS checked and safe to talk to. It is as follows:

- Black lanyard — member of staff (DBS checked)
- Black lanyard — DBS checked governor (including volunteer)
- Blue lanyard — supply staff (DBS checked)
- Red lanyard — visitors (not DBS checked) - visitors will always be supervised by a member of staff

- Black lanyard parent (not DBS checked) - will always be supervised by a member of staff
- Yellow lanyard contractors (not DBS checked) – staff will always be made aware when a contractor is on site

(See: https://www.proceduresonline.com/pancheshire/warrington/g_safe_rec.html for further information on Safer Recruitment)

4 What is Safeguarding?

Safeguarding children is the action we take to promote the welfare of children and protect them from harm and it is 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 for the purposes of this policy as:

- Protecting children from maltreatment whether that is within or outside the home, including online;
- Preventing 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; and
- Taking action to enable all children to have the best outcomes. (Source: Working Together to Safeguard Children (2023))

5 Listening to Children: Capturing the Child's Voice

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults (potentially the child's parents) ahead of the needs of children.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:

- The Children Act (2004) (as amended by section 53 of the Children Act 2004).
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC) (1991)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2020)

Whilst professionals can NOT promise confidentiality, they must do the right thing in all cases. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; which includes child protection action and the offer of 'Early Help'.

6 The Designated Safeguarding Lead (DSL) for Safeguarding

The role of the Designated Safeguarding Lead (DSL) was specified in the Children Act 2004 which stated that every organisation must have a "named person" for safeguarding children and young people. The DSL therefore must be a member of the Senior Leadership Team

within school. The DSL role is one of great importance, with this member of staff being a champion of safeguarding and a source of support for all school staff. There must also be a 'Deputy DSL' who is equally trained to the DSL, who can deputise for the DSL in their absence and must be available to staff if needed.

Sandy Lane Nursery and Forest School operates a safeguarding team approach with a split focus on both Early Help and Child Protection. The team meets fortnightly to discuss plans for children and their families to ensure that all children get the right help at the right time. Safeguarding is everyone's business and responsibility at Sandy Lane Nursery and Forest School and we very much maintain an attitude of 'it could happen here' across our setting.

At Sandy Lane Nursery and Forest School, there are two deputy DSLs: Marcia Atherton (Headteacher) and Nicola Carney (Teacher/Assistant SENDCo).

It is key that all staff know who the DSL and Deputy DSL are and ensure that all concerns about a child are shared with a DSL immediately.

The name of the Designated Safeguarding Lead for Sandy Lane Nursery and Forest School is:
Kirsten Matthews (Deputy Headteacher/SENDCo)
Telephone number: 01925 623640
Email: deputyhead@sandylanenurseryschool.co.uk

The name of the Deputy Designated Safeguarding Lead for Sandy Lane Nursery and Forest School is:
Marcia Atherton (Headteacher)
Telephone number: 01925 623640
Email: headteacher@sandylanenurseryschool.co.uk

The name of the second Deputy Designated Safeguarding Lead for Sandy Lane Nursery and Forest School is:
Nicola Carney (Teacher/Assistant SENDCo)
Telephone number: 01925 623640
Email: ncarney@sandylanenurseryschool.co.uk

In exceptional circumstances, the DSL can be contacted via Teams.

What does the DSL do?

- Lead responsibility for dealing with safeguarding and child protection concerns at the school and should be available at all times during the school day. This may mean having a deputy or team approach

- Should act as a source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies

- The DSL will be trained to a high level, which includes both single agency and multi-agency training (Level 3). This must be updated at least every two years; good practice is that the DSL updates their training on an annual basis

- The DSL will recognise how to identify signs of abuse and will make an appropriate judgement on what action to take. This will be based on the information that the DSL is presented with by staff

- The DSL will assess the appropriateness of completing an early help assessment or whether the threshold has been met for social care statutory social work services

- The DSL will access regular training and network events to keep as up to date as possible with changes in legislation and or statutory guidance

- The DSL will ensure that the schools safeguarding policy is embedded and available to all staff and volunteers at the point of induction. If the policy is reviewed the DSL will share the new updates with all staff to ensure that all staff know what is expected of them

- The DSL will champion safeguarding and keep all staff up to date with current procedure and practice. This will help to familiarise all staff with their own role within safeguarding

- The DSL will ensure all new staff and volunteers have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately if they arise. The induction will cover the 'basic awareness session' and the 'no delay' principle

- The DSL will manage the CPOMS system keeping detailed accurate secure written contemporaneous records. Each child will have an individual electronic file and will hold copies of all referrals and relevant multi-agency meetings and plans. These electronic files will be reviewed and quality assured as part of the s157/s175 audit process

- The DSL will manage any referrals which require escalation

- The DSL will deliver whole school staff safeguarding training to all staff; recommended on a yearly basis as part of INSET. This should include briefings on specific topics such as CME, CSE, FGM, E Safety, Equality, Radicalisation and Private Fostering

- The DSL takes the lead on understanding the filtering and monitoring systems and processes in place in school.

- The DSL should be aware of the Local Safeguarding Children Board (LSCB) and how it operates. This should include access to the LSCB website and to practitioner training events

- The DSL will participate in multi-agency meetings and contribute effectively either verbally or by way of a written report

- The DSL will attend Child Protection Case Conferences and contribute to discussions at the conference and will make a formal recommendation at the meeting in respect of a child protection plan

- The DSL will contribute to social work assessments, eg, The Combined Assessment when required and requested to do so. This will include the sharing of information about attendance, attainment and any other concerns that have been identified as well of any strengths that the family/child has

- The DSL will develop the Vulnerability Risk Register (VRR) to identify the vulnerable children at the school. This confidential register will be reviewed regularly to ensure

that the DSL knows who the vulnerable children are. This may be reviewed as part of safeguarding team meetings. This should automatically include children in care, children on a child protection plan and children in need. It may also include children receiving early help, young carers, children with medical needs, children at risk of CSE, children who have emotional and mental health difficulties, children who self-harm, etc. The categories on this register will be determined by the needs of the school community

- The DSL will monitor the attendance, development and wellbeing of children who are subject to a child protection plan and children in care

- The DSL will champion safeguarding in school, promoting effective communication both internally and with external agencies on all matters relating to child protection

- The DSL will complete an s157/s175 Audit on an annual basis, at the request of the Local Authority to ensure that there are effective systems in place to keep children safe

- Where appropriate the DSL will identify staff to be part of a Safeguarding Team, to ensure that there is always a member of staff present in school who can take a lead role in safeguarding children in the DSLs absence. The DSL will take the lead responsibility within the safeguarding team

- The DSL will ensure that all staff and volunteers at the school read part one of Keeping Children Safe in Education (2024)

- The DSL will complete a termly safeguarding report to the FGB

7 The Safeguarding Team Approach to Safeguarding Children

This is considered to be the best practice to managing safeguarding at school level. Practically, there is always cover for absence and a number of professionals trained to know what to do if there were concerns about the safety or wellbeing of a child. It also encourages a culture of working collaboratively and making decisions together, with the child at the heart of the team's practice. The team approach is supportive to the DSL, who will as a result of a team structure, no longer works in isolation and take the sole responsibility for safeguarding.

Importantly, the DSL leads the safeguarding team and on a day to day basis, decisions will be made by the DSL. Team members need to be clear of their role within the team and what is expected from them. Debriefing and reflective practice is an important part of safeguarding practice and should be routinely built into safeguarding team meetings.

At Sandy Lane Nursery and Forest School, the culture is such that staff feel comfortable discussing safeguarding matters that happen in and outside of work and also matters that happen online.

8 Key Functions of the Safeguarding Team

The DSL will lead the safeguarding team and allocate tasks to safeguarding team members via regular team meetings. The DSL will have management oversight of the safeguarding work completed by the safeguarding team. Below is a list of the some of the tasks that the DSL may ask team members to undertake:

- Complete ‘early help’ assessments, eg, CAF, TAF or ECAF, contribute to Combined Assessments, complete DASH risk assessments (in relation to Domestic Abuse), complete CSE screening tool https://www.proceduresonline.com/pancheshire/warrington/p_ch_sexual_exploit.html

- Make contact with Children’s Social Care/Multi Agency Safeguarding Hub (MASH) when there is an identified child protection issue

- Make referrals to appropriate statutory and non-statutory services for support

- Support to children and their families by taking the Lead Professional role

- Attend and deliver Safeguarding Training (whole school training)

- Challenge practice and decisions in line with the LSCB Escalation Policy

- Have a thorough understanding of the thresholds for support from Children’s Social Care, eg, Children in Need of protection and children in need of care

- Support each other (debriefing opportunities and reflective learning opportunities)

- Champion and know who your vulnerable children are. The Vulnerability Risk Register should be reviewed at Safeguarding Team meetings on a regular basis

9 The Role of the Governing Body

The governing body is the accountable body for ensuring the safety of the school.

The governing body ensure that:

- The school has a safeguarding policy in accordance with the multi-agency procedures of the Local Safeguarding Children Board

- The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers

- There is a named member of the school or Senior Leadership Team who takes on the role of the Designated Safeguarding Person (DSL) and there are also two named Deputy DSLs

- The Designated Safeguarding Lead attends appropriate refresher training every two years and that there are regular updates for key staff

- The headteacher, governing body members and all other staff who work with children undertake training on an annual basis

- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding children and their responsibilities

- The school remedies any deficiencies or weaknesses brought to its attention without delay

- The school has procedures for dealing with allegations of abuse against staff/volunteers and if an allegation is made against the headteacher, the chair of governors will liaise directly with the Local Authority Designated officer (LADO)

- The headteacher, chair of governors and DSL should attend specific training in managing allegations against members of staff who work with children

- The governing body reviews its policies/procedures in relation to safeguarding children on an annual basis. This includes all policies that make up the safeguarding suite of documents

- The governing body provides challenge if there are any concerns that the school is not fulfilling its duty to keep children safe in education

10 The Role of the Safeguarding Governor

The governor responsible for safeguarding children will play an essential role in ensuring children in the school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

The nominated governor for Safeguarding at Sandy Lane Nursery and Forest School is Mrs Kayleigh Rees.

The nominated governor is responsible for liaising with the headteacher/DSLs over all matters related to safeguarding issues. The role is strategic rather than operational – they will not be involved in concerns about individual children. It is not the role of the link governor to supervise the DSL; the link governor should offer support and appropriate challenge. However, the nominated governor for safeguarding will want to be reassured that systems for safeguarding children are in place and embedded into practice. This will be achieved by holding a termly meeting between the DSL and the nominated governor.

11 Allegations Against Members of Staff Who Work With Children

There is a separate specific policy for managing allegations against members of staff who work with children, which is part of the safeguarding suite of documents. Find below a brief summary of actions that should be taken should an allegation be made.

- If an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher

- The headteacher on all such occasions will discuss the content of the allegation with the LADO and, where appropriate, the HR business partner

- If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO and HR business partner, without notifying the headteacher first

- The school will comply with the Local Safeguarding Children Board procedures in respect of managing all allegations against members of staff who work with children (see https://www.proceduresonline.com/pancheshire/warrington/p_alleg_against_staff.html for further information)

If ever an allegation was made, in relation to an organisation that was using the school premises to run activities for children, the safeguarding policy and procedures would be adhered to and the local authority designated officer (LADO) would be informed as would happen with any safeguarding allegation.

12 What should we do if there are concerns about a child?

If any school staff member has a concern about a child they MUST notify the DSL without delay or, in the absence of the DSL, one of the Deputy DSLs. They should do so verbally if the concern is of an urgent nature. In some cases, urgent action may be taken at a fast pace, eg, medical treatment, urgent contact with children's social care or the police.

Sandy Lane Nursery and Forest School uses the CPOMS system (Child Protection Online Monitoring Software) https://www.cpoms.co.uk/ This is a software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. The CPOMS system supports the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues.

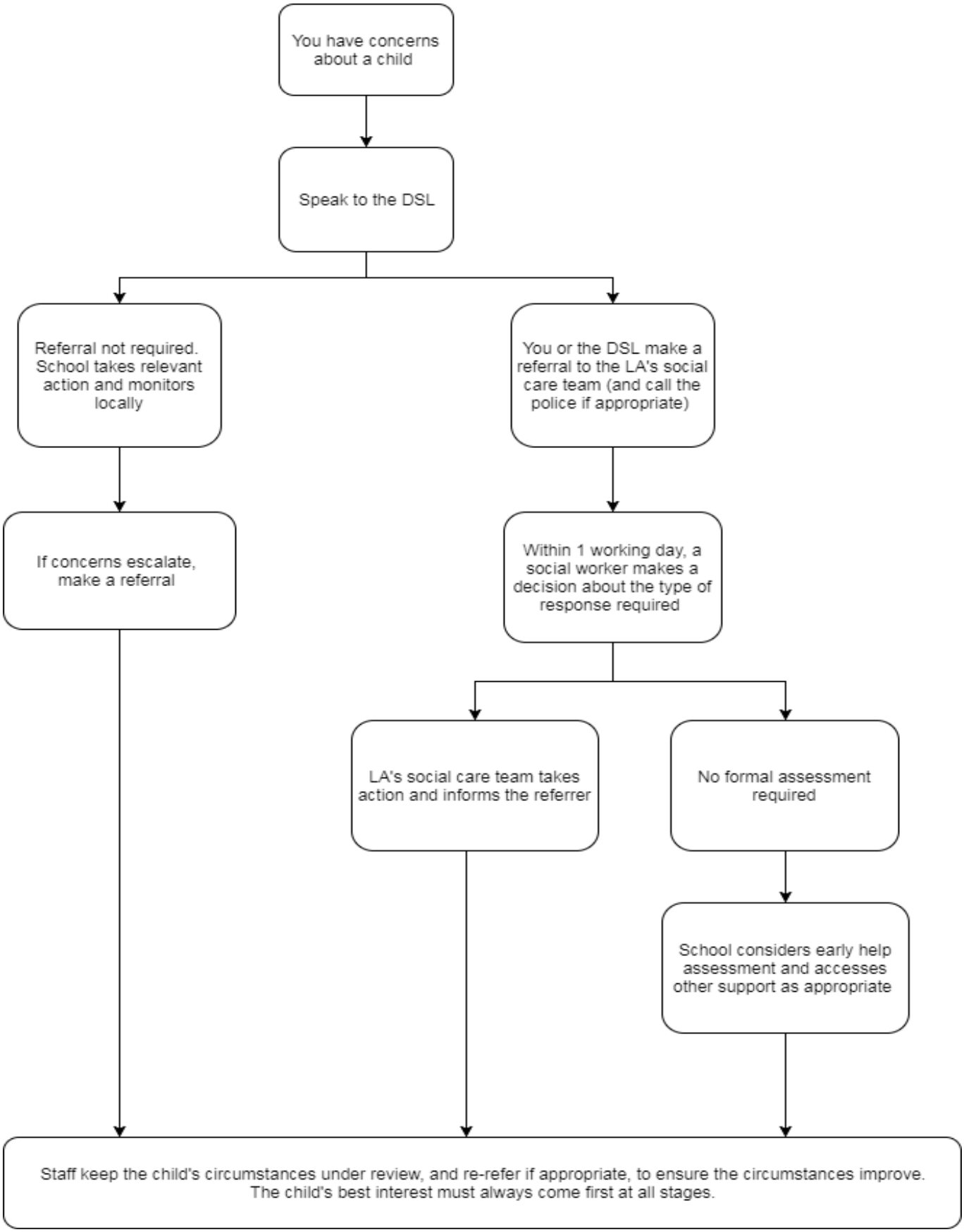
If it is not felt that the information needs to be shared immediately, staff should update the CPOMS system without delay. The update will capture all the relevant information about the concerns. This is evidence-based practice and will support the DSL in making an assessment of what action needs to be taken. Staff members will be held accountable for not taking swift action.

If a child is in immediate danger of significant harm, a teacher can make a referral in the absence of the DSL. To report any safeguarding concerns about a child or young person to Children's Safeguarding/Social Work Team ring 01925 443322. Outside of office hours ring 01925 443322, press option 2. If you believe a crime has been committed contact the police on 101. We all have a responsibility to be alert to possible concerns and act to safeguard others in our families and communities who may be less able to protect themselves.

If a referral is need to be made, use the multi-agency request services (MARS) form to refer the child you think may be vulnerable or at risk. This is the link to the form: www.warrington.gov.uk/mars and this is the link to submit the form online: http://www.proceduresonline.com/pancheshire/warrington/p_referrals.html

Advice and support can also be sought from the NSPCC on 0808 800 5000 or by emailing help@nspcc.org.uk.

13 Safeguarding Action Flowchart



14 Expectations of staff at Sandy Lane Nursery and Forest School

All adults who work with children will:

- Read and follow the procedures written within this Safeguarding Policy
- Read and understand your role within 'Keeping Children Safe in Education' (2024) and have read Part 1
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, governors, visitors, etc. Adults who work with children are responsible for providing all information to complete DBS Checks and Prohibition Order checks and share information in respect of disqualification by association (where applicable)
- Read and follow the Staff Code of Conduct
- Be supportive to the development and implementation of Personal Plans, Individual Support Plans, Early Help and Family Support Plans, Child in Need plans, Child in Care plans and Child Protection plans
- Be alert to the signs and indicators of possible abuse (see Part Two for definitions and indicators)
- To be aware that poor attendance and/or punctuality could be a safeguarding issue
- Take swift action if there are concerns about a child, following procedures written within this policy
- Record concerns on CPOMS without delay (the only exceptions will be for students and volunteers who must complete an 'immediate concern'
- Deal with a disclosure of abuse from a child in line with Part Two of the policy – you must inform the DSL immediately, and provide a written account via the CPOMS system as soon as possible

15 Whistleblowing

Please see the separate and specific policy in relation to Whistleblowing, which is part of the safeguarding suite of documents. Should a member of staff have concerns about the behaviour of a colleague or concerns related to policy and practice, action should be taken. The key principles are that all staff should be aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues or 'culture' within the school. If it becomes necessary to consult outside the school, they should speak in the first instance the Local Authority Designated Officer (LADO), Beki Byron. For all LADO consultations, you will need to complete the relevant form and email it to LADO@warrington.gov.uk.

See LADO flowchart at:
https://www.warrington.gov.uk/sites/default/files/2024-04/LADO%20leaflet%20for%20subjects.pdf

Key contacts

- Beki Byron (LADO) 01925 442079
- NSPCC whistleblowing helpline 0800 028 0285

16 Safeguarding Training

All staff will receive basic training as part of their induction; this will be delivered by the DSL. New staff will be provided with the safeguarding suite of documents, including the Safeguarding Policy as part of their induction and will be expected to read at least Part 1 of 'Keeping Children Safe in Education (2024)'. All staff should ensure that they are familiar with the procedures written within this Policy. All staff can gain advice and support from the DSL who is the lead member of staff for safeguarding. Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

We also actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of 'Keeping Children Safe in Education' (2024) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via https://www.warringtonsafeguardingpartnerships.org.uk/

At Sandy Lane Nursery and Forest School, we annually provide training which includes procedures in relation to Child Sexual Exploitation, Staff Code of Conduct and the details of this Safeguarding and Child Protection Policy. Safeguarding update training is part of whole school INSET training days and provides useful updates on key themes such as CSE and Radicalisation. This training will be delivered by the DSL. The DSL ensures that staff receive 'regular updates', through either staff meetings or electronic bulletins. In addition, safeguarding scenarios are discussed at half-termly full staff meetings.

The DSL must update their training on a regular basis. The DSL attends multi-agency training on an annual basis and participates in local (single agency) networks to share good practice, reflect and learn together and to keep up to date. The DSL must attend PREVENT training.

The named governor for safeguarding should also update their training on a regular basis; good practice is on an annual basis to ensure that they keep up to date in their knowledge.

Regular Volunteers supporting the children in school receive a safeguarding induction following their DBS check and prior to starting their work with the children.

Evidence of safeguarding training must be made available as part of any safeguarding inspection or audit.

In relation to volunteers, we will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information and prohibition checks for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations and Childcare Act 2006 (updated 2018). Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our

assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

17 Curriculum

Children have access to an appropriate curriculum including the delivery of Kid Safe https://www.kidsafeuk.co.uk an age appropriate preventative safeguarding programme uniquely designed to help children take an active role in protecting themselves from all forms of abuse. Throughout the year we arrange for visitors to contribute to our work to safeguard and promote the welfare of our children. These may include the police to talk about Stranger Awareness and Road Safety; the fire brigade to talk about Fire Safety; paramedics to talk about what to do in the event of a medical emergency and medicines and poisons in the home. Other issues may be discussed during Family Group times as situations arise. Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of inclusive and cultural opportunities which promote respect and empathy for others. As part of our Prevent duty, we promote fundamental British values and understand the need to prevent people from becoming terrorists or supporting terrorism.

18 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Our weekly safeguarding, attendance and inclusion meeting agenda includes recognition for pupils who may fall into any of the above categories and are effective in meeting their needs.

19 Children with Special Educational Needs and Disabilities (SEND)

At Sandy Lane Nursery and Forest School we are aware that children with disabilities can face additional safeguarding challenges and are three times more likely to be abused than their peers. They can be more vulnerable to abuse, be more isolated from their peers and be affected by bullying. Therefore, this policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Understanding the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

As part of their training, staff at Sandy Lane Nursery and Forest School are made fully aware of the safeguarding of children with SEND.

20 Non-Collection of a Child

If a child is not collected at the end of the session/day, we will:

- Endeavour to contact parent/carers
- Use the emergency contact list to contact the people in order as set out by parents/carers for collection
- If no contact can be made by 4pm, or the parent/carer cannot collect or arrange collection by a designated alternative adult by 4pm, the child stays at nursery school in the care of two fully-vetted workers until the child is safely collected
- if no one collects the child and the premises are closing, or staff are no longer available to care for the child, we will contact our local authority 'Duty and Assessment' team
- depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff

21 Dealing with a Disclosure of Abuse from a Child

Children often will choose who they talk to, when they have something that is worrying them or happening to them. Children may have thought long and hard about telling an adult, and will have chosen the adult specifically as they have trust in that person to do the right thing.

Disclosing something upsetting and traumatic may be very difficult and distressing for both the child and the adult. Listening to and supporting a child who has been abused can also be traumatic for the adults involved. Support for you will be available from your DSL/headteacher. These guidance notes may help you if you are ever in this situation. Remember, the child chose you and it is a privileged position to be in, it's a position where you can make a difference to a child's situation.

A golden rule is that you don't ever promise confidentiality and be open and honest with the child at all times.

NSPCC advice for practitioners to let children know you are listening:

- ✓ **Show you care, help them open up:**
  Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as "you've shown such courage today" help
- ✓ **Take your time, slow down**
  Respect pauses and don't interrupt the child –let them go at their own pace. Recognise and respond to their body language. Plus, remember that it may take several conversations for them to share what's happened to them
- ✓ **Show you understand, reflect back**

Make it clear you're interested in what the child is telling you. Reflect back what they've said to check your understanding –and use their language to show it's their experience

Guidance for you to consider

- ✓ Stay calm and listen to what the child is saying
- ✓ Do consider the environment that you are in with the child, is it appropriate? Do other staff members know where you are?
- ✓ Ask open-ended questions and record what is being said in the child's own words
- ✓ Encourage the child to talk but reassure the child that they have done the right thing in speaking to you
- ✓ Reassure the child that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- ✓ Tell the child that it is not her/his fault
- ✓ Listen and remember and make notes and if appropriate, share your notes with the child to recap what has been said
- ✓ Check that you have understood correctly what the child is trying to tell you by clarifying the facts
- ✓ Thank the child for telling you. Communicate that s/he has a right to be safe and protected
- ✓ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- ✓ At the end of the conversation, tell the child again who you are going to tell (the DSL) and why that person needs to know
- ✓ As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. This should be recorded on to the CPOMS system

Do Not

- × Do not ask "leading questions" or press for information
- × Do not investigate
- × Do not communicate shock, anger or embarrassment or share your opinion on what has happened
- × Do not swear
- × Do not make inappropriate comments about the alleged offender

- × Never enter into a pact of secrecy with the child. Assure the child that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why (the DSL)

- × Do not tell the child that what s/he experienced is dirty, naughty or bad

- × Do not make physical contact with the child. Whilst the child may seek out physical contact, remember that this may place you in a vulnerable position and also an abused child may not want physical comfort, eg, a hug

If you have concerns about a child, or notice something may be wrong, ask the question "Are you OK?"

Children have told us that they want adults to:

Be Vigilant: they want to have adults notice when things are troubling them

Understanding and action: they want adults to understand what is happening; to be heard and understood; and to have that understanding acted upon

Stability: to be able to develop an on-going stable relationship of trust with those helping them

Respect: to be treated with the expectation that they are competent rather than not

Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans

Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response

Support: to be provided with support in their own right as well as a member of their family

Advocacy: to be provided with advocacy to assist them in putting forward their views

Source: Working Together to Safeguard Children – p10 (2023)

22 Parental Consultation

Concerns which have been raised, should, where practicable, be discussed with the parent and agreement sought for a referral to LA children's social care (MASH Team in Warrington) **unless** seeking agreement is likely to place the child at risk of significant harm through delay or from the parent's actions or reactions. For example in circumstances where there are concerns or suspicions that a serious crime such as sexual abuse, domestic violence or induced illness has taken place.

Where a professional decides not to seek parental permission before making a referral to LA children's social care, the decision must be clearly noted in the child's records with reasons, dated and signed and confirmed in the referral to LA children's social care (within the MARS). If professionals are unsure they should consult with their Designated Safeguarding Lead (DSL).

When a referral is deemed to be necessary in the interests of the child, and the parents have been consulted and are **not in agreement**, the following action should be taken:

- The reason for proceeding without parental agreement must be recorded;
- The parent's withholding of permission must form part of the verbal and written referral to LA children's social care;
- The parent should be contacted to inform them that, after considering their wishes, a referral has been made.

A child protection referral from a professional cannot be treated as anonymous and where any court proceedings may follow, whether criminal or family court, the information may be made available.

23 The Duty to Refer to Children's Social Care

All professionals have a responsibility to refer a child to Children's Social Care under section 11 of the Children Act 2004 if they suspect that the child:

- Has suffered significant harm;
- Is likely to suffer significant harm;
- Has a disability, developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent) under the Children Act 2004;
- Is a Child in Need whose development would be likely to be impaired without provision of services.

When professionals make a referral to Children's Social Care, they should include any pre-existing assessments such as an early help assessment in respect of the child. Any information they have about the child's developmental needs and the capacity of their parents and carers to meet these within the context of their wider family and environment should be provided as a part of the referral information. Where schools have case chronology's they should put the concern in the context of what is already known about the child e.g. do not just share one piece of the information known about the child.
The referrer must always have the opportunity to discuss their concerns with a qualified social worker.

24 Making a Referral into Children's Social Care

For all referrals to Children's Social Care, the child should be regarded as potentially a child in need, and the referral should be evaluated on the same day that it was received. A decision must be made by a qualified social worker supported by line manager within **one working day** about the type of response that is required.
The referrer should provide information about their concerns and any information they may have gathered in an assessment that may have taken place prior to making the referral. The referrer will be asked for information about some of the following:

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren in the household;
- Family address and (where relevant) school / nursery attended;
- Identity of those with parental responsibility and any other significant adults who may be involved in caring for the child such as grandparents;
- Names and date of birth of all household members, if available;

- Where available, the child's NHS number and education UPN number;
- Ethnicity, first language and religion of children and parents;
- Any special needs of children or parents;
- Any significant/important recent or historical events/incidents in child or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of alleged perpetrator, if relevant;
- Referrer's relationship and knowledge of child and parents;
- Known involvement of other agencies/professionals (eg, GP);
- Information regarding parental knowledge of, and agreement to, the referral;
- The child's views and wishes, if known.

Other information may be relevant and some information may not be available at the time of making the referral. However, there should not be a delay in order to collect information if the delay may place the child at risk of significant harm.

The parents' permission should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at risk of significant harm. Where a professional decides not to seek parental permission before making a referral to Children's social care, the decision must be recorded in the child's file with reasons, dated and signed and confirmed in the referral to children's social care.

All referrals from professionals should be confirmed in writing, by the referrer, within 48 hours. If the referrer has not received an acknowledgement within three working days, they should contact Children's social care again.
Referrals should be made to LA children's social care for the area (MASH team in Warrington) where the child is living or is found.

MASH Contact details: 01925 443322 Out of Hours 01925 443322, option 2.
E mail a completed MARS to childreferral@warrington.gov.uk

If the child is known to have an allocated social worker, the referral should be made to them or in their absence to the social worker's manager or a duty children's social worker. In all other circumstances referrals should be made to the duty officer.

LA children's social care should **within one working day** of receiving the referral make a decision about the type of response that will be required to meet the needs of the child. If this does not occur within three working days, the referrer should contact these services again and, if necessary, ask to speak to a line manager to establish progress.

What happens once you have referred into Children's Social Care?

The social worker will discuss the concerns with the referrer and considered any previous records in relation to the child and family in their agency. The social worker will establish:

- The nature of the concerns;
- How and why they have arisen;
- The child's views, if known;

- What the child's and the family's needs appear to be;
- Whether the family are aware of the referral and whether they are in agreement with it or not;
- Whether the concern involves abuse, neglect or exploitation; and
- Whether there is any need for any urgent action to protect the child or any other children in the household or community.

A decision to discuss the referral with other agencies without parental knowledge or permission should be authorised by a children's social care manager, and the reasons recorded.

This checking and information gathering stage must involve an immediate assessment of any concerns about either the child's health and development, or actual and/or potential harm, which justify further enquiries, assessments and / or interventions.

Interviews with the child, if appropriate, should take place in a safe environment. All interviews with the child and family members should be undertaken in their preferred language and where appropriate for some people by using non-verbal communication methods.

The Children's Social Care manager should be informed by a social worker of any referrals where there is reasonable cause to consider Section 47 Enquiries and authorise the decision to initiate action. If the child and/or family are known to professional agencies or the facts clearly indicate that a Section 47 Enquiry is required, then Children's Social care should initiate a strategy meeting/discussion immediately, and together with other agencies determine how to proceed. If you are invited to attend a strategy meeting at the MASH offices, this must be prioritised.

The Police must be informed at the earliest opportunity if a crime may have been committed. The police should assist other agencies to carry out their responsibilities, where there are concerns about the child's welfare, whether or not a crime has been committed.

Potential outcomes from a referral into Children's Social Care

Referral outcomes about a child, where there may be concerns, typically fall in to four categories and pathways:

- No further action, which may include information to signpost to other agencies;
- Early help – referrals for intervention and prevention services within the Early Help services range of provision;
- Child in Need services – assessment to be undertaken by Children's Social Care (Section 17 CA 1989);
- Child protection services – assessment and child protection enquiries to be undertaken by Children's Social Care (Section 47 CA 1989) with active involvement of other agencies such as the police.

If the referrer disagrees with the decisions made by Children's social care about the outcome of the referral, they may consider making a complaint under the local complaint procedure or raise the matter under the local Professional Disagreement protocol

25 Resolving Professional Conflict and Escalating Concerns

When working with practitioners from other agencies there will at times be differences of opinion or concerns about professional practice in relation to a child, young person or family. Throughout our work the safety and wellbeing of the child or young person is the primary concern, and professional disagreements must not obstruct this.

If you feel that a practitioner or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the practitioner or agency, and escalate that concern if resolution is not achieved. You do this via the Escalation Policy, there are links to this policy available in the appendices.

Difference of opinion or concerns about practice between practitioners and agencies can arise at any stage in the safeguarding process and between any of the agencies involved. This procedure is to ensure all agencies have a quick and straightforward means of resolving any concerns, in order to safeguard the welfare of children and young people.

Effective working together depends on resolving different professional perspectives to the satisfaction of workers and agencies, and a belief in a genuine partnership and joint working to safeguard children. Problem resolution is an integral part of professional cooperation and joint working to safeguard children. Professional challenge can be positive, it demonstrates that professionals are willing to consider different perspectives and escalate matters that they do not feel will result in positive outcomes for the child or young person. It is only dysfunctional if not resolved in a constructive and timely fashion.

26 Record Keeping and Confidentiality

Good, up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are considered as a holistic picture, that a safeguarding or child protection concern becomes clear

- It helps schools monitor, quality assure and manage its safeguarding practices. Furthermore, in any inspection it will be important to provide evidence of robust and effective safeguarding policy and practice

A record of concern, suspicion or allegation should be made at the time or as soon as possible after the event. It is not usually advisable to make a written record whilst a child is disclosing abuse, as it may deter the child from speaking. However, it is important that events are recorded in the child's own words and as soon as possible, to ensure absolute accuracy.

Records should be factual, using the child's own words in cases where a disclosure is made. Professional opinion can be given, but needs to be supported by stating the facts and observations upon which the opinions are based. It is important to remember that what is recorded can be shared with all appropriate agencies and potentially the child's parents. (Except where doing so, would place a child at risk of significant harm in the case of parents (see DES circular 17/89)).

Expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds. CPOMS will ensure that all records are kept in chronological order. Each child's file MUST be update in an ongoing manner and kept up to date.

CPOMS will ensure that all DSLs are kept up to date with safeguarding information and will enable them to make a professional judgement about what action needs to be taken.

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and should be kept together securely and separately from the child's general school records.

As a guide, the pupil's CPOMS file should contain the following:

- Any concerns recorded by staff
- Any child protection information received from previous schools or other agencies
- Copy of any internal or external referrals and correspondence
- Copies of any referrals from the DSL to Children's Social Care
- In the case of a child subject to a Child Protection Plan, notes of any Child Protection case conference or Core Group meetings, etc
- Where a case is ongoing, keep a record of any actions and discussions, etc, which will form a 'running chronology' for future reference

Paper copies of reports received from other agencies relating to safeguarding concerns will scanned and added to CPOMS and the original copy destroyed. When a child moves to another setting, CPOMS files will be transferred electronically to those schools which use CPOMS. If they do not subscribe to CPOMS, a zipped electronic file including all safeguarding incidents logged for that child will be send via secure email and a receipt of transfer stored. This information will be directed to the receiving school's DSL.

27 General Data Protection Regulation (GDPR)

All practitioners at Sandy Lane Nursery and Forest School are aware of relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

Staff and governors use the DfE's data protection guidance for schools to help:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

Where appropriate, practitioners will gain consent to share information about a child with local authority children's social care and/or the police. However, if gaining consent would put a child at risk, information will be shared without consent, eg, if a child is at risk of physical or sexual harm.

Part 2: The key procedures and responding to concerns about a child

This section will make clear the procedure that all staff should follow, should they have concerns about a child. It will also explore what abuse is in detail and define some of the signs and symptoms. It is important that staff read through this section and familiarise themselves with the potential warning signs that a child is at risk.

1 The Voice of the Child

Where there is a safeguarding concern, the child's wishes and feelings must be taken into account when determining what action to take and what services to provide. Within the referral procedure, the child's views are to be captures. All systems should operate with the best interests of the child at heart.

2 Working with Parents and Carers

Sandy Lane Nursery and Forest School is committed to working positively, openly, honestly and in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm. Information will be shared without parental consent if the staff concern is of a physical or sexual nature and implicates a family member or if doing so would place the child at risk of significant harm.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website.

Safeguarding responses to children who are repeatedly absent

At Sandy Lane Nursery and Forest School, we are very aware that children absent from education for prolonged periods of time and/or on repeat can act as a warning sign to a range of safeguarding issues. We are also alert to those children who have unexplained or persistent absences from education.

A child not being brought to school may also be indicative of poor parental mental health. Persistently absent children are monitored closely and in an ongoing way with the aim of identifying any abuse. In doing this, our aim is also to prevent them becoming children missing education in the future.

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who have low attendance rates:

- An attendance register is taken at the start of each session;
- If a child is absent and a message from their parent or carer has not been received, a telephone call will be made to contact parents and carers and follow up with the emergency contacts held if there is no response;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible;
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;

- The DSLs will meet regularly to discuss attendance levels and those children who are persistently absent without good reason to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We intervene early in cases of poor attendance and/or unexplained absences and, if contact cannot be made with a parent/carer or family member, a doorstep visit will be completed;
- Although attendance for children under five years of age is not compulsory, we place a great deal of emphasis on the importance of high levels of attendance and concerns are shared with parents in an ongoing way and reported to professionals supporting vulnerable children, e.g. social care, early help. See Appendix 2.

3 Early Help for Children and Their Families

Early help the offer of support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Early help means providing support as soon as a problem emerges, at any point in a child's life. Part of school safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families.

This requires all professionals, including those in schools, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

See https://www.warrington.gov.uk/sites/default/files/2020-03/threshold_of_need_guide_2017.pdf for further information in relation to Warrington's Threshold of Need and details relating to early help in Warrington.

School can develop an 'early help plan' for children and their families by working closely with parents and in some cases other agencies to identify any support needs that a child or family may have.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help (eg, TAF or EHA)
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child

Schools should, in particular, be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or absent
- (including when a child sees, hears or experiences the effects of domestic abuse)

- Has a parent or carer in custody or is affected by parental offending
- Has returned to home to their family from care
- Is showing early signs of abuse, neglect or exploitation
- Is frequently absent from nursery/education; not brought to nursery by parent
- Is at risk of being of being radicalised or exploited
- Is a privately fostered child

Working Together to Safeguard Children (2023) contains a more comprehensive list of indicators that a child may need early help.

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse, neglect and exploitation, to share that information and work together to provide children and young people with the help they need. **All concerns should be shared with the DSL and CPOMS must be updated.**

The Designated Safeguarding Lead (DSL) and safeguarding team members are all trained in 'early help' and be confident in taking on the Lead Professional role, which includes completing an 'early help assessment' and coordinating a Family Support Plan where appropriate.

The Early Help Team contact details are:

Telephone: 01925 443136
Email: earlyhelpsupport@warrington.gcsx.gov.uk

4 What is Abuse?

Abuse is 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. They may be abused by an adult or adults or another child or children. Abuse has significant impact on a child's physical and emotional health and development. All staff need to understand what the categories of abuse are and how to spot the signs and symptoms of abuse in a child so that action can be taken to protect and safeguard the child.

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This section will makes clear the procedures that all staff follow, should they have concerns about a child. It also explores what abuse is in detail and define some of the signs and symptoms. All staff are familiar with the potential warning signs that a child is at risk.

4a Neglect is 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 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 (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (see Warrington's Neglect Strategy-children, young people and families 2018/21 at: https://www.warrington.gov.uk/sites/default/files/2020-07/neglect_strategy.pdf

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Smelly (through poor hygiene or clothing)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately dressed for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

4b Emotional Abuse is 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 that 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 expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 frequently 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Quiet, withdrawn and nervous;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;

- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

NB: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

4c **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4d **Physical Abuse** is 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;

- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

See **Appendix 1** for further information on accidental and non-accidental injuries.

Parenting Capacity: When there are concerns

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Mental health issues which prevent the parent from meeting the child's basic needs;
- Violence between adults in the household;
- Failure to protect the child from known 'risky' persons;
- Failure to prioritise the child's needs above those of their own.

4e **Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. Staff should recognise this as a potential child protection issue and follow the school's Anti Bullying Policy.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Further information can be found at:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

4f **Online and Gaming Safety** - at Sandy Lane Nursery and Forest School, all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and staff understand that some children are at greater risk of harm than others. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We also know that older children can 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.
As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered and all staff understand their role and responsibility in relation to filtering and monitoring systems. We ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

We recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting.

The school's approach to keeping children safe from abuse and harm online is set out in the **E Safety Policy**, which should be read in conjunction with this policy.

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

School staff should consult the non-statutory guidance, ***Teaching online safety in school 'Guidance supporting schools to teach their pupils how to stay safe online within new and existing school subjects*** **(2023)**. https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Children also need to be supported with the skills to keep themselves safe online, as they increasingly live their lives in a digital world. Useful information can be found in ***Education for a connected world framework: A framework to equip young people for digital life*** **(UKCCIS, 2020).**
https://www.gov.uk/government/publications/education-for-a-connected-world

This guidance offers specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

As part of our approach to online safety we will support children and their families in understanding the potential risks of online activity and how best to avoid them.

We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps;
- Location and access to information and resources for adults and children;
- Teaching e-safety in the curriculum;

- Raising awareness of online grooming;
- Teaching our children how to report abuse or concerns.

In school we ensure that we have suitable filtering and monitoring systems in place, as described in Keeping Children Safe in Education 2024. We use the Local Authority filtering system. For children accessing their learning remotely we ensure parents have access to age appropriate 'on-line' safety activities provided by 'Think U Know'. We also utilize Kid Safe UK resources which cover online safety.

Children are not permitted to bring mobiles to school and parents are not permitted to use mobiles in the school building.

Specific Safeguarding Issues

4g Contextual Safeguarding - at Sandy Lane Nursery and Forest School, we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse. As the children attending the nursery school are very young, these concerns may be more relevant in relation to older siblings that may also visit the setting to drop off or collect a child.

We recognise that children with special educational needs or health conditions (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

4h Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE): County Lines and serious violence - we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it

should be noted exploitation as well as being physical can be facilitated and/or take place online.

We recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) maybe in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited.

How multi – agencies respond to child sexual exploitation within Warrington is governed by a Pan Cheshire steering group, WSCB has a sub group of its main board devoted to child sexual exploitation and an operational group known as MCSETO (MCSETO stands for Missing, CSE and Trafficked Operational Group). A CSE risk assessment and screening test can be carried out for any child who may be at risk. This assessment can then be referred to MCSETO, using their referral form, which can be found at:
https://warringtonlscb.org/useful-links-publications/

Further information relation to CSE can be found at:
https://warringtonsafeguardingpartnerships.org.uk/p/i-am-a-child-or-young-person/sexual-exploitation
http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

All staff understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Indicators of involvement in county lines include the following: children who go missing from school or home and subsequently found in areas away from their home and those who have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim.

We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's Preventing youth violence and gang involvement (2013) and Criminal exploitation of children and vulnerable adults: county lines (2023) guidance for more information.

If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

How multi – agencies respond to child sexual exploitation within Warrington is governed by a Pan Cheshire steering group, WSCB has a sub group of its main board devoted to child sexual exploitation and an operational group known as MCSETO (MCSETO stands for

Missing, CSE and Trafficked Operational Group). A CSE risk assessment and screening test can be carried out for any child who may be at risk and can be referred to the group (as stated above)

4i So-called 'Honour-Based Violence (including Female Genital Mutilation and Forced Marriage - at Sandy Lane Nursery and Forest School, we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. This may be the sibling or relation of a child attending with us at nursery.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2020)

We recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

The Forced Marriage Unit has statutory guidance (2023) and Multi-agency guidelines (2014) and can be contacted for advice or more information: Contact 020 7008 0151 or email fmu@fco.gov.uk

4j Preventing Radicalisation and Extremism – radicalisation is the process of a person legitimising support for, or use of, terrorist violence. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Sandy Lane Nursery and Forest School, we will ensure that:

- through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school, the reasons why certain children may be susceptible to radicalisation into terrorism and radicalisation and how to respond when concerns arise
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism
- The DSL will make referrals in accordance with Warrington Channel procedures (https://www.proceduresonline.com/pancheshire/warrington/p_sg_ch_extremism.html)

and will represent our school at Channel meetings as required. It should be noted that someone referred to Channel will be required to provide their consent before any support is provided through the programme.

- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils

Information relation to making a referral to Prevent can be found via the following link: https://www.warrington.gov.uk/sites/default/files/2020-08/Warrington%20Prevent%20referral%20pathway%20-%20August%202020.pdf

- Referrals should be sent to: prevent@merseyside.police.uk AND childreferral@warrington.gov.uk (if concerns a child) or servicereception@warrington.gov.uk (if concerns relate to an adult)

4k Peer on Peer abuse - Child on Child Sexual Violence and Sexual Harassment - at Sandy Lane Nursery and Forest School, all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- up-skirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

These forms of abuse are unlikely to take place in a nursery setting but we feel it is important that all staff are aware of these issues and are vigilant at all times.

We recognise that older children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur between older children in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery) is a form of peer on peer abuse. UKCIS guidance: Sharing nudes and semi-nudes advice for education settings (2024)

We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken seriously and children will be supported to beep safe as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm.

Staff must never tolerate or dismiss concerns relating to CSE abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

4l Modern Slavery - at Sandy Lane Nursery and Forest School, we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance Modern slavery: how to identify and support victims (2024) for concerns of this nature. It may be that the parent of a child, or an older sibling, attending with us at nursery are a victim of

one of these forms of abuse. For this reason, staff remain vigilant at all times and share information with the DSL as needed.

4m Mental Health - all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing low mood, poor well-being or at risk of developing a mental health problem.

We understand that where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

The Mental Health Lead at Sandy Lane Nursery and Forest School is Kirsten Matthews who is also the DSL. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the Mental Health and Behaviour in Schools' (2018) DfE guidance for further support.

4n Children with Special Educational Needs and Disabilities or Physical Health Issues - at Sandy Lane Nursery and Forest School, we recognise that children with disabilities or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

We also recognise that pupils who attend Rainbow Room (Specialist SEND Provision) have complex needs and, due to this, we are aware of the additional risk of harm these children may be vulnerable to.

4o What should we do if there are concerns about a child? - If any school staff member has a concern about a child, they MUST notify the DSL without delay or, in the absence of the DSL, one of the Deputy DSLs. They should do so verbally if the concern is of an urgent nature. In some cases, urgent action may be taken at a fast pace, eg, medical treatment, urgent contact with children's social care or the police.

Sandy Lane Nursery and Forest School uses the CPOMS system (Child Protection Online Monitoring Software). This is a software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. The CPOMS system supports the

management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues.

If it is not felt that the information be shared immediately, they should update the CPOMS system without delay. The update will capture all the relevant information about the concerns. This is evidence-based practice and will support the DSL in making an assessment of what action needs to be taken. Staff members will be held accountable for not taking swift action.

If a child is in immediate danger of significant harm, a teacher can make a referral in the absence of the DSL. To report any safeguarding concerns about a child or young person to Children's Safeguarding/Social Work Team ring 01925 443322. Outside of office hours ring 01925 443322, option 2. If you believe a crime has been committed contact the police on 101. We all have a responsibility to be alert to possible concerns and act to safeguard others in our families and communities who may be less able to protect themselves.

If a referral is need to be made, use the multi-agency request services (MARS) form to refer the child you think may be vulnerable or at risk. This is the link to submit the form online: https://www.warrington.gov.uk/mars

Advice and support can also be sought from the NSPCC on 0808 800 5000 or by emailing help@nspcc.org.uk.

Records of concern, copies of reports written, emails sent and received will all be saved in the child's electronic CPOMS file which can only be accessed by the DSL and Deputy DSLs.

When a child leaves our school, (including in year transfers) the DSL will make contact with the DSL at the new school and will ensure that the child's electronic file is transferred via CPOMS if they also use CPOMS or via a zip file attached to a secure email. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school.

Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

5 RELEVANT POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

Policy	Version	Review Cycle (Years)	Committee Approval	Last Approved	To Be Approved
Acceptable Use (including online safety)	2.4	Annual	Resources	01.10.24	Autumn 2025
Accident and First Aid (child-centred)	4	** as required	Resources	01.10.19	** as required
Accident and First Aid (staff)	9	3	WBC****	June 2024	Summer 2027
Allegations of Abuse Against Staff	Pan Cheshire/East Cheshire	Annual	T&L*	26.03.24	01.04.25
Attendance – Children	1	Annual	T&L	26.02.24	24.02.25
Attendance (Absence Management) – Staff	1	** as required	Resources	01.10.24	** as required
Behaviour – Positive Handling	2	Annual	FGB***	02.07.24	01.07.25
Behaviour – Wellbeing and Behaviour	2	** as required	FGB	13.07.20	** as required
(Anti-)Bullying	1	** as required	Resources	22.10.15	** as required
(Staff) Code of Conduct	2	Annual	Resources	01.10.24	Autumn 2025
Dignity at Work	6	** as required	Resources	04.02.25	** as required
Domestic Abuse	2	3	Resources	07.02.23	Spring 2026
Equality Information	2021	Annual	FGB	03.12.24	Autumn 2025
Equality Objectives	2021	4	FGB	30.11.21	Autumn 2025
ESafety	1	Annual	Resources	30.01.24	Spring 2025
Escalation	Pan Cheshire Multi-Agency	** as required	T&L	2016	** as required
Health, Safety and Welfare	13	Annual	FGB	02.07.24	Summer 2025
Nappy Changing	2	** as required	FGB	05.07.22	** as required
Low Level Concerns	2	** as required	T&L	03.12.24	** as required
(Administration of) Medicines	3	** as required	Resources	01.10.24	** as required
Preventing Extremism and Radicalisation	3	Annual	T&L	04.11.24	Autumn 2025
Recruitment and Selection	2	** as required	Resources	Jan 2015	** as required
(Educational) Visits (including overnight stays)	2	** as required	FGB	03.12.24	** as required
Whistleblowing	2	** as required	FGB	03.12.24	** as required

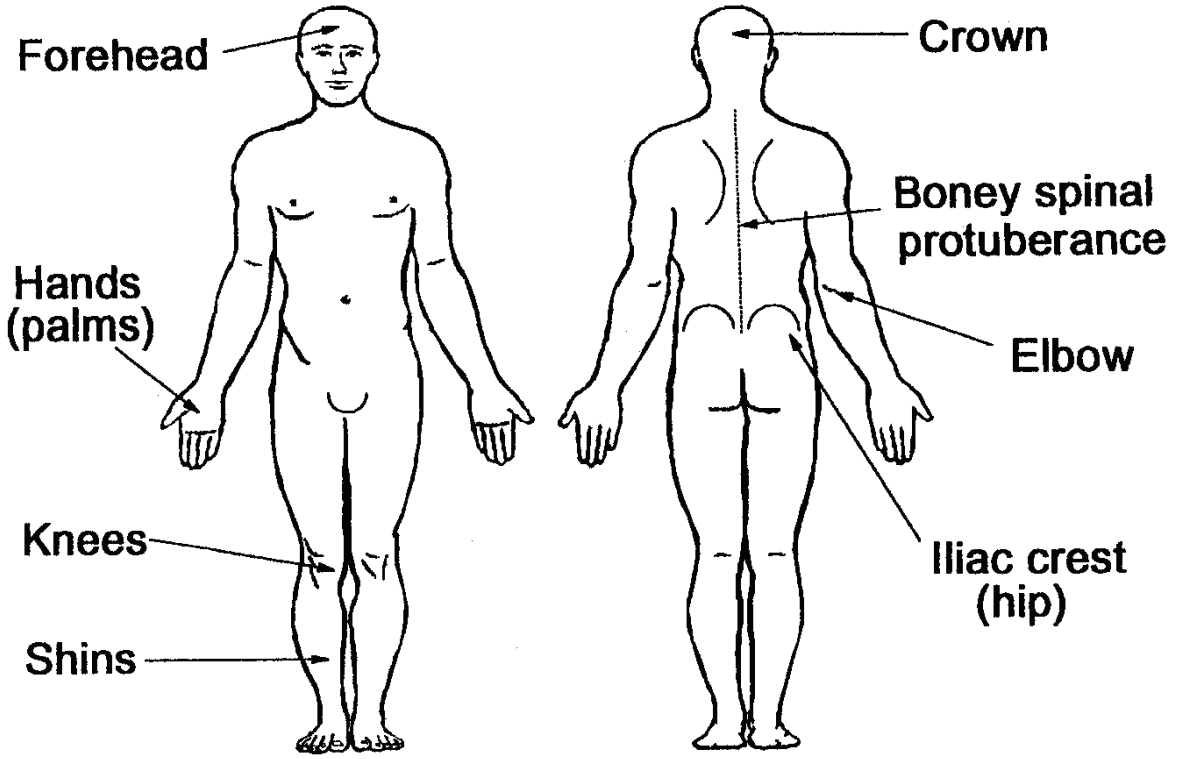
* Teaching and Learning Committee
** To be reviewed when there are any changes
*** Full Governing Body
**** Warrington Borough Council

Appendices

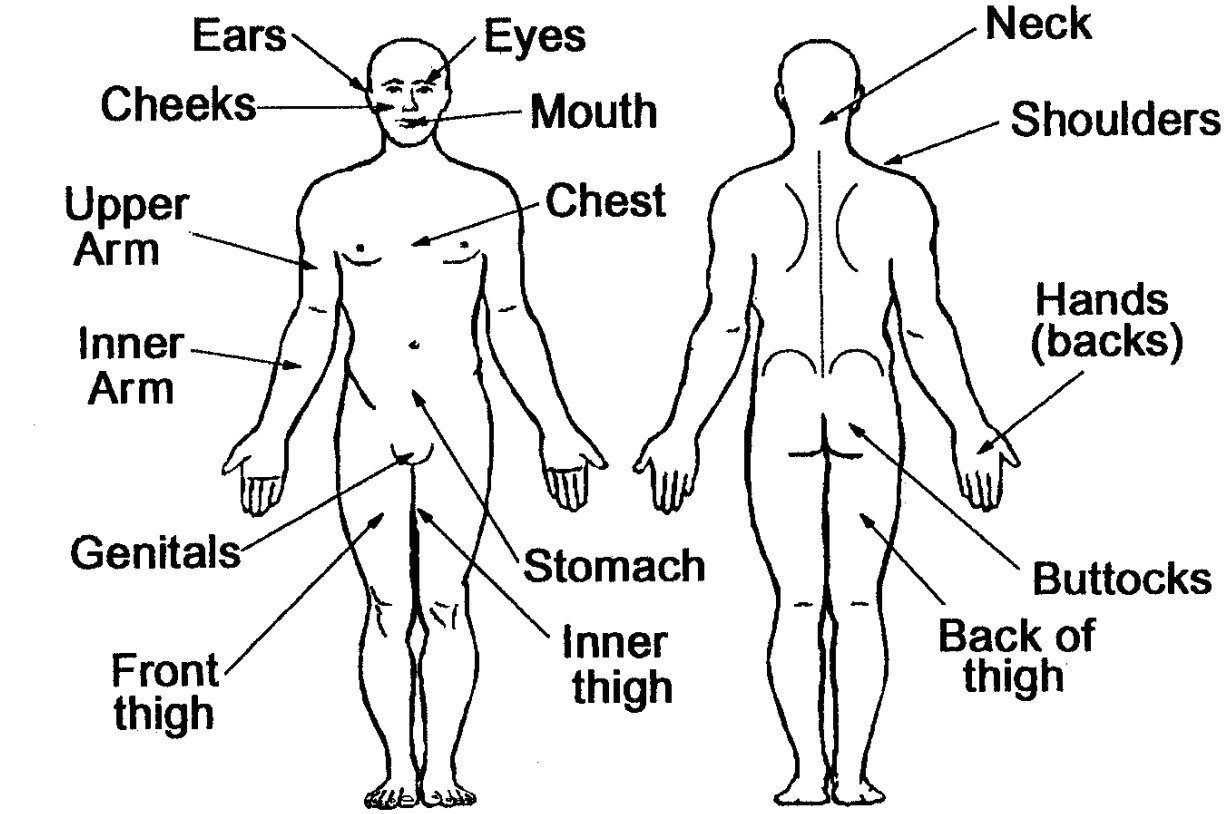
Appendix 1

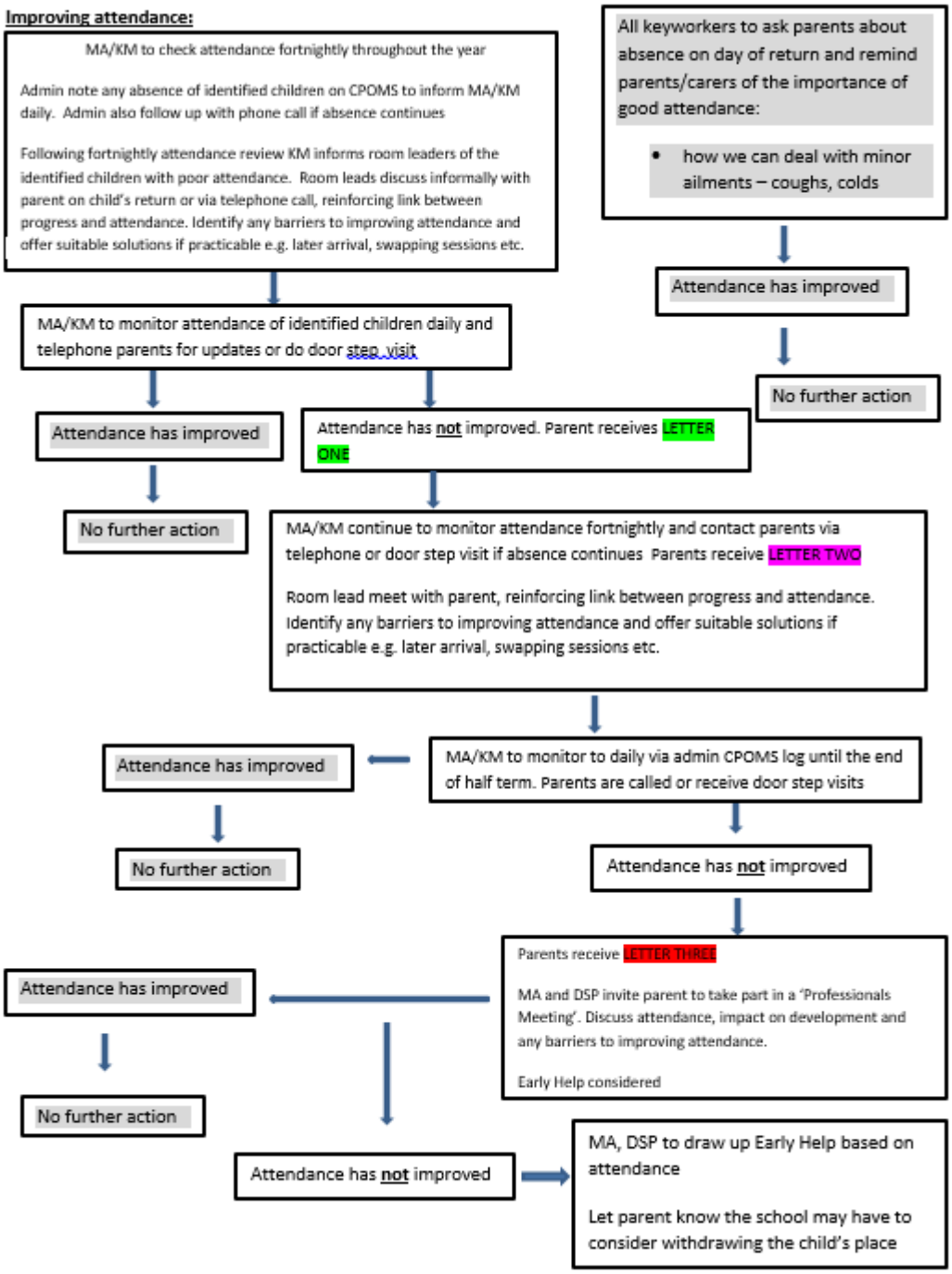
ACCIDENTAL AND NON-ACCIDENTAL INJURIES

Common sites for accidental injury



Common sites of Non-accidental injury



Appendix 2

IMPROVING ATTENDANCE