



CHILD PROTECTION POLICY

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead **Claire Hughes** on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will (as a minimum) be fully reviewed once a year during the autumn term.

Date of this review September 2026 with amendments in line with KCSiE2026

Date of next review: SEPTEMBER 2027

The purpose and scope of this policy

- to protect children and young people who receive Woodland Nuture's services. This includes the children of adults who use our services
- to provide parents, staff and volunteers with the overarching principles that guide our approach to child protection.

Related policies and procedures

This policy should be read alongside our organisational policies and procedures, including:

- Recruitment and Induction; Privacy; Code of conduct for staff and volunteers; Online safety; Anti-bullying; Anti-racism; Whistleblowing; Health and safety; Mobile Phones; Admissions; Accident and Incident Procedure; Modern Slavery; Managing Allegations; Belonging; Relational Approach to Behaviour

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of the child is paramount
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- **ensuring all staff read part one of DfE's KCSiE 2026** (this took place on 2/9/2026 for current staff, any new staff will be asked to read it on induction)
 - **ensuring all staff carry out Prevent Training** [Prevent duty training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/prevent-duty-training)
- **ensuring all staff carry out relevant Safeguard Training (Currently provided by Mel at Lymley Wood)**
 - **asking all staff to do ACEs training** [ACEs training online - Free Courses Online](#)
 - [E-Learning \(ACES\) - Xelerate Learning](#)
 - valuing, listening to and respecting them
 - appointing a Designated Safeguarding Lead (DSL) for children and young people
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
 - recruiting staff and volunteers safely,
 - ensuring all necessary checks are made
- ensuring children do not have access to the internet when in the setting
 - recording and storing information professionally and securely
- ensuring the use of photos and videos is done only with consent in line with our privacy policy.
- sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions
- using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
 - ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

Please refer to the SO padlet for up to date information and links to contacts:

[SO Training & Consulting - Safeguarding](#)

Contact Details

Senior Designated Safeguarding Lead	Claire Hughes	07866 882425 Claire@woodlandnurture.co.uk
Deputy Safeguarding Lead	Kate Storey	07875653946 K8storey@gmail.com
NOTTINGHAMSHIRE LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO.	0115 8041272
MASH (Multi-agency Safeguarding Hub)	Multi-Agency Safeguarding Hub (MASH) Nottinghamshire County Council	0300 500 80 90
MASH Consultation Line Emergency Duty Team (Children's Social care)	Office hours Outside of office hours	0115 977 4247 0300 456 4546
LADO	Effective 3 April 2023, please make referrals to Nottinghamshire LADO from our new online form. From this date referrers phoning in will be directed to the Online Form and no referrals will be taken over the phone.	LADO Online Form is now live
NOTTINGHAM CITY	Here is a link to the City MASH page:	Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council
For Non-urgent referrals. If the child is not in immediate danger	Make an on line referral:	Request for Help and Support for a Child - Nottingham City Council
For URGENT referrals. IF the child is in immediate danger	Due to the high volume of referrals that the MASH is receiving, please only telephone the MASH if your referral is urgent, requiring a Social Worker to visit the child today.	Tel: 0115 876 4800
LADO Any allegation or concern about the conduct or behaviour of a person who works with children and/or young people must be referred to the Local Authority Designated Officer (LADO).	If you need to make a referral to the LADO, please complete the online referral form via the link below. Only online referral forms will be accepted by Nottingham City LADO.	Allegations Management Referral Form (LADO) - Nottingham City Council
Police (to report a crime and immediate risk of harm or abuse to child)	101 line is available 8.00am to 8.00pm Monday to Friday	In an emergency 999 (only)
NSPCC help/whistleblowing line	email: help@nspcc.org.uk	0800 028 0285-

Our policy applies to all staff, those on placements and volunteers at Woodland Nurture and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

Legal Framework

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Child Protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023-26 and HM Working Together to Safeguard Children 2023 (published 15th December 2023, updated 2025), which are incorporated into this policy.

A summary of the key legislation along with regular updates from the CASPAR briefing is available at <https://learning.nspcc.org.uk/>

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children attending our provision. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. The procedures contained in this policy apply to all staff, supply staff, those on placements and volunteers, and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

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

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. We will share information with partner organisations such as schools with the expectation that this relationship is reciprocal. Information pertaining to the welfare and safety of the child, and other children and staff who come in to contact with them, must be shared.

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

Safeguarding and promoting the welfare of children is defined as:

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

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

Our approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of Woodland Nurture and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- We have a responsibility to provide a safe environment in which children can play, learn and interact safely. We will regularly review our 'safeguarding arrangements', to ensure these remain effective and all children and staff are safe.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member, volunteer or student** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved, in being alert to, or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care, police, health and NCC early help service, where required. The designated safeguarding lead (and in certain circumstances the deputy) is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Children's health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child has an EHCP we will ensure that we fulfil our role in the plan to the greatest extent possible and liaise with partner organisations to ensure that the requirements being set out in the plan are met, and report back to the LA if this is not the case.
- The use of 'reasonable force' and inclusive behaviour management strategies. (see behaviour policy)
- Meeting the needs of children with medical conditions.
- Providing first aid. (see first aid policy)

- Intimate care and emotional wellbeing.
- Promoting On-line safety and associated issues, including AI generated abuse and deepfakes, where relevant, including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context. (see Intruder policy)

(Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026 Annex A.)

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on *Woodland Nurture* devices and social media pages.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, misogyny, sharing of nude or semi-nude images, sexual violence, and sexual harassment, discriminatory behaviour, including racism and faith-targeted abuse. Staff should recognise the impact this has on children's wellbeing and it should be considered within safeguarding practice where appropriate. (further defined in KCSiE 2026 Part Five). It is important to be aware that this type of abuse is a safeguarding issue for all children involved.
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).

- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).
- Child Sexual Exploitation (CSE) most sexual abuse is committed by someone known to the victim
- Child Criminal Exploitation (CCE) including county lines drug trafficking, this crime is facilitated by an organised network or gang and children may identify as part of one of these groups
- With CSE and CCE children are not always recognised as victims and can be criminalised for actions they take while under coercion.
- Contextual Safeguarding [Contextual safeguarding | NSPCC Learning](#)

All our staff, students and volunteers are aware of the indicators of abuse and neglect and knowing what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

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

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

All our staff are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of our provision, and which can occur between children outside of Woodland Nurture. All staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Taken directly from KCSiE 2026: New Guidance for Elective home education (EHE)

222. Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

223. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.⁴⁷

224. Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

225. DfE guidance for local authorities on Elective home education [Elective home education - GOV.UK](#) sets out the role and responsibilities of local authorities and their powers to engage with parents. Although this is primarily aimed at local authorities, schools should also be familiar with this guidance.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

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

Indicators of Abuse and Neglect

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

The four categories of child abuse are as follows:

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

- 1) **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2) **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 3) **Sexual abuse:** involves forcing, *causing or inciting* a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving

children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. *Children can be sexually abused within the family, an institution or a community setting and often know the person carrying out the abuse* Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children...The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it. *Specific offences relating to abuse of children under 13, who can never provide valid consent to sexual activity and specific offences relating to abuse of children under 16, regardless of whether they agreed to that activity*

- 4) Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes - they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;

- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children might discuss inappropriate online content with their peers or discuss messages they have received.
- Children might describe new friends they have met in games who they haven't met in person first.
- Children might talk excessively about YouTube content or gaming and be reluctant to engage in "real world" activities.

Mental Health: taken directly from KCSiE 2026:

47 All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

48. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

49. Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

50. If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in a timely manner and meets local thresholds with safeguarding partners, to ensure what is 'best to keep the child/children safe. It includes an environment where everyone feels safe, well cared for, and knows they will be listened to and provided with help and support.

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

Our approach is to take the time to build strong relationships with children so that they feel comfortable with us and able to reach out for support when they need. Adults will be mindful of the language that they use and listen without prejudice to ensure that children feel heard and do not feel blamed or shame for their own actions. This is particularly important in safeguarding situations which involve children's actions online.

We understand that children are individuals and may need support (communication or otherwise) to help access support and make disclosures. We also recognise that their level of understanding needs to be taken into consideration to ensure our approaches are both age appropriate and suited to their cognitive development.

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

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

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

Working with other agencies

Woodland Nurture has a strong commitment to staff development and staff members will participate in multi-agency training where possible. Information from multi-agency meetings will be shared with staff members where appropriate and the DSL will remain in regular contact with the NCP.

Internal daily meetings will inform staff of any relevant safeguarding issues or concerns raised by partner agencies and be recorded for those absent in the minutes.

As an Alternative Provision provider, Woodland Nurture will provide partners with written confirmation that safeguarding checks have been carried out and evidence that we can meet the needs of the child. The DSL will ensure that we cooperate and are compliant with reviews of the provision by our partners to ensure standards remain high and the needs of the child are met.

Children who attend our setting often have complex needs. It is important DSLs ensure children are fully supported at all times, and that they are aware of any additional risks of harm that children may be vulnerable to. Information sharing for children who attend our setting is vital and the DSL must have all necessary information for the child before they access the provision. The working together principles are key to keeping the child safe and understanding the vulnerabilities needing to be supported. We will ensure we have been provided with up to date contact details for the professionals working with the child and family are provided to the designated safeguarding leads as required. The DSL, who is familiar with national and local guidance, will share information, where appropriate with the relevant agencies.

Understanding Low-Level Concerns

Low-

Level concerns refer to any worries or doubts about the behavior of adults working in or on behalf of schools and colleges that do not meet the threshold for serious harm. These concerns can arise from various sources, including suspicions, complaints, or disclosures made by children, parents, or other adults. Examples of low-level concerns include inappropriate comments, minor breaches of professional boundaries, or behavior that may not be serious enough to warrant a referral to the Local Authority Designated Officer (LADO).

Importance of Addressing Low-Level Concerns

Addressing low-level concerns is crucial for several reasons:

- **Early Identification:** By creating a culture where all concerns are reported and addressed, schools can identify inappropriate behavior early, potentially preventing more serious issues from developing.
- **Professional Boundaries:** It helps ensure that all adults working in educational settings are clear about professional boundaries and expected conduct.
- **Protection for Staff:** Properly managing low-level concerns can protect staff from false allegations or misunderstandings, fostering a safer working environment.

Our Child Protection Policy

There are nine main elements to our policy:

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

1) Providing a Safe environment in which children can learn and develop:

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

Woodland Nurture will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults at Woodland Nurture who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities within sessions for children to develop the skills they need to recognise and stay safe from abuse by: recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

- Recognise how pressure from others and safeguarding vulnerabilities can affect children's behaviour.
- Recognise the link between mental health, and attendance to some kind of educational provision. .
- Act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks (see Behaviour policy)
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which takes into account use of mobile and smart technology and is reviewed regularly to take into account any new threats. (See online safety policy)
- Work in partnership with safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm' and create a culture where children and young people can share concerns and seek support in a safe place and form safe and trusted relationships. Ensure children and young people can feel assured, they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships, which can advocate trauma informed and trauma aware responses,
- We will provide information on safe places and spaces within local communities, so children and young people know how to access a place of safety outside of the Woodland Nurture environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of Woodland Nurture.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and our practice.
- Promote children's health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure site safety through robust visitor and intruder policies.
- Address drugs and substance misuse issues.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
-

Off Site Learning

- Carry out risk assessments on any activities which take place away from the main forest school site
- ensure appropriate checks are carried out ahead of time
- ensure that DBS checks are carried out on any other additional adults present in session

Child Abduction and Community Safety Incidents

The DSL receives alerts from Notts County Council regarding any child abduction or Community Safety issues and shares relevant information with staff.

2) Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of our provision.

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

- Ensure we have a Senior Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely in the locked filing cabinet.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies

3) Safe Staff and Safe Recruitment - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

- The leadership team (DSL and Deputy) will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three
- *The DSL will have undertaken relevant training (Safer Recruitment Policy training undertaken by Claire Hughes via Alison Certification, July 2023)*
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to conduct the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Woodland Nurture has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. All staff are sent a copy of the Code of Conduct prior to taking up employment, placements or volunteering. Any updates to this policy will be rolled out to staff in weekly meetings.
- In the event of any complaint or allegation against a member of staff, the Designated Safeguarding Lead, will be notified immediately. If it relates to the DSL, the Deputy will be informed without delay. In the event that the complaint applies to the Deputy as well, staff will contact the Local Authority Designated Officer (LADO) directly. We will respond to all allegations robustly and appropriately in collaboration with the LADO, LADO Allegation Officers.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO to staff members. .
- All new employees, volunteers and students will be appropriately inducted to their role using the induction checklist by Claire Hughes prior to commencement of post. Visitors to the site will sign in and remain with a member of staff at all times.

Please refer to Recruitment and Induction Policy for further information.

4) Supporting children who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.

- The DSL has regular contact with social workers via email and phone. They are invited to visit Woodland Nurture at any time during the school day. Developing a fuller picture through contact with social workers and other key stakeholders ensures that the DSL is aware of any plans or needs and that this can be disseminated to all staff members.
- The DSL or Deputy will also attend Child in Need, Child Protection and Early Help meetings where possible.

- The DSL or Deputy are available via email and phone throughout the working day to have regular contact with social workers. The work mobile is also available in the woods for emergency contact.
- Contact with social services where a concern is raised is via the MASH team.

5) Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of our learning environment.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Woodland Nurture may be the only stable, secure, and predictable element in the lives of children at risk. When at Woodland Nurture their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

Woodland Nurture will endeavour to support the child through:

- Developing the content of sessions to include elements of social and emotional aspects of learning including appropriate and inappropriate, behaviour, boundaries and signposting for help.
- Maintaining an ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.

- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our setting.
- We will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of the Woodland Nurture community, they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by all staff.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- *The DSL or Deputy will be informed immediately, and actions taken in accordance with the Woodland Nurture child-on -child/ sexual violence and sexual harassment between children policy.*

Looked After Children

- The Senior DSL and deputy maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement.
- The DSL can inform staff about children in their cohort who have or who have had a social worker and appropriate information is shared with them on individual children's circumstances.
- The DSL maintains data for children who have looked after status and for children who have been involved in the care system.
- The Designated Safeguarding Lead will ensure children are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with relevant partners, their social worker, parents, and carers.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them.
- We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

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

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either when using devices at Woodland Nurture or outside of our provision.
- Where necessary children will have care plans and risk assessments in place to meet their specific needs such as lifting and handling; personal care; involvement with specialist services.
- Also refer to our medication policy.

6) Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.

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

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

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.

- is a young carer.
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - is frequently missing/goes missing from education, home, or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - is at risk of being radicalised or exploited.
 - has a parent or carer in custody or is affected by parental offending.
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - is misusing alcohol and other drugs themselves.
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
 - is a privately fostered child.
- (Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Arrangements for parents/carers to contact us for support and advice

- Staff are on hand to meet parents at the beginning and end of sessions.
- Staff may be contacted on the Woodland Nurture phone or via Claire's mobile.
- Parents can contact Claire via email or text throughout the day and arrange face to face meetings where necessary.

7) Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2023, updated February 2024).

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

- DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.
- HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

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

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

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

8) Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment

Child on Child Abuse

We recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up". Doing so would be normalising the behaviour and we understand the importance of taking a stand against this type of behaviour.

In cases where child on child abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour

- Challenging physical behaviour such as grabbing bottoms, genitalia or breasts; flicking bras, lifting skirts; pulling down trousers.
- Gang association and serious violence
- Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells us girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in schools.

Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

Refer to pp105-106 of KCSIE2023 for more information.

9) Maintain the required filtering and monitoring arrangements for online safety and harms

Despite there being very little exposure to the internet in our woodland setting we still recognise the importance of on-line safety.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. All our staff have an understanding of the expectations, applicable to their roles and responsibilities in relation to the use of technology in the setting such as ensuring that phones are not used by children during sessions and that any devices that are used, are used under supervision and with any necessary filters, protections in place. Any devices used by adults should be used in line with the mobile phone policy.

The education we provide for online safety will consider the need for children to learn using online technologies in a safe environment whether that be in at Woodland Nurture or in the home or in a community environment. This will be embedded into relevant sessions where possible. We will ensure an inclusive approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence, sexual harassment between children and other forms of exploitation.

We will carefully consider mobile phone use and how this is managed to ensure it is reflected in our mobile and smart technology policy. Our policy is such that we do not allow mobile phones or other electronic devices in the setting. We are aware many children have independent and unsupervised access to smart technology and could mean some children, could be vulnerable to, sexual harassment,

bullying, and exploitation via their mobile and smart technology. We will use opportunities to raise awareness of risks and share this with parents and carers where able. (see mobile phone policy) Staff take a proactive stance to monitoring children's phones in the woods and ensure they are kept in a secure location until the end of the day. Staff listen out for children discussing potential safeguarding issues they have encountered through their use and use every opportunity to help children understand the link between excessive technology use and poor mental health outcomes. We are proactive in our discussions with parents regarding on-line safety and sign-post them to any relevant information, training, safety warnings etc.

Staff and those working at Woodland Nurture will have an awareness of the vulnerabilities when accessing mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

The Designated Safety Lead will ensure they maintain oversight of the Online Safety Policy (Mobile Phone Policy), and the arrangements put in place to ensure appropriate filtering and monitoring on Woodland Nurture devices. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs 145 to 146.

This will include:

- review monitoring procedures and use of filters at least annually.

- review use of any apps on Woodland Nurture devices.

- Ensure adults are present whilst children use a device (normally for the purpose of recording/researching).

- review and discuss the standards found here: [Department for Education filtering and monitoring standards](#).

Online safety Away from Woodland Nurture:

Our Senior DSL and deputy will always act in the 'best interest of the child' and remain mindful of the importance of sharing with parents and carers safeguarding concerns held for children and in particular children's access to online sites when away from Woodland Nurture.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

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

Please refer to the Online Safety Policy for further information.

CHILD PROTECTION: Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. Our staff will always consider what is in the best interests of children.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns from escalating. We recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.

We may decide that the children do not require referral to statutory services but may benefit from early help.

Safeguarding Training

All our staff are aware of systems and resources available within *Woodland Nurture*, and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe. All our staff receive safeguarding and child protection training which is updated every three years. This is currently provided by Lymley Woods. In addition, to this training all staff members receive child protection and safeguarding updates in weekly meetings, when required, and annual training and refreshers.

All our staff are aware of the process for making referrals to children's social care and understand the role they may have in these assessments and working in partnership with safeguarding agencies. They know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect.

Staff will maintain a level of confidentiality whilst consulting with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within sessions for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety arrangements and ensure appropriate filtering and monitoring of any devices used in the woods.
 - Attend training to be aware of and alert to the signs of abuse.
 - Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL, as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
 - Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
 - Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
 - Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy/Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
 - Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead ***Claire Hughes*** who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role.

We also have a Deputy Safeguarding Lead, ***Kate Storey*** who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within Woodland Nurture's ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

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

Availability

During term time the Senior DSL or Deputy will be available (during opening hours) for staff to discuss any safeguarding concerns.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Work with others

- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns or allegations(as per Part Four of KCSiE 2024) about a staff member.
- Consult with staff on matters of safety and safeguarding and deciding when to make a referral by consulting with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children including providing and writing reports for conferences and reviews.
- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
 - The designated safeguarding lead is aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.

Undertake training.

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

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

Raise awareness.

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

Taking action where concerns are identified.

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

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

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
 - No promises will be made to the child, e.g., to keep secrets.
 - Staff will stay calm and be available to listen.
 - Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
 - The staff will keep a full written record duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

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

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

Recording Evidence:

- Any concerns about a child will be recorded in writing within 24 hours.
- Where possible, staff are given immediate cover within a session in order to report a concern electronically and will be informed by the DSL of the outcome of their report.
- All records will provide a factual and evidence-based account and there will be accurate recording of any actions.
 - Records will be signed, dated and, where appropriate, witnessed.
- Where an opinion or professional judgement is recorded this should be clearly stated as such.
 - Body maps will be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching. (At no time will an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures.)
- Any concerns will be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

• Why recording is important.

- Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.
- We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and

information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'

- We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures

- Timely and accurate recording will take place when there are any issues regarding a child.
- A recording of every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.
 - The chronology will be brief and log activity; the full recording will be on the record of concern.
 - Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.
- Support and advice will be sought from social care, or the early help service whenever needed. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.
 - This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision, made available by Nottinghamshire Safeguarding Children Partnership.
- Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

Child Protection file

- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2024.
 - The DSL is responsible for maintaining accurate records and keeping these records in accordance with GDPR.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Both Paper and Electronic Files are kept of incidents, stored as per our GDPR and Privacy Policies.
 - Electronic files are transferred when a child moves to another setting,

- We will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit as required by statutory guidance.
 - A chronology will be kept in the Safeguarding file prior to the commencement of a Confidential safeguarding File.
- Should the DSL judge that the number of concerns becomes significant a Confidential Safeguarding File (CSF) will be opened for that child and all logs moved to that file.
- The Deputy DSL and all other staff have a responsibility to raise their concerns if they judge the level of concerns to be great enough to raise a CSF
 - **For more information on Confidential Safeguarding Files refer to Appendix 4.**

Confidentiality

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

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

The DSL will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm (KCSiE 24 paragraph 55).

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

Helplines and reporting *Advice and information for parents including weblinks:*

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

Action for Kids support with independence for young people- 02083478111

Ask Us Nottinghamshire- impartial advice for families with SEN 0800 121 7772

Aukids- a magazine for parents of children with ASC [AuKids Magazine](#)

Autism East Midlands Support for families 01909 506 678 [Providing help and support to autistic people... | Autism East Midlands](#)

Ann Craft Trust Safeguarding Adults [Ann Craft Trust: Safeguarding Adults](#)

Barnardo's [Barnardo's | Children's charity | Barnardo's](#)

CEOP Child Exploitation Online Protection [How can CEOP help me? | young person](#)

Child Bereavement UK- 0800 02 888 40 www.childbereavement.org.uk

Dyslexia Action [Dyslexia Action | Training and Professional Development](#)

Education Support Helpline 08000 562 561 [Education Support helpline - free and confidential emotional support for teachers and education staff](#)

Family Lives: supporting families [Parenting and Family Support | Family Lives](#)

Imara- support families after disclosure of abuse [Home - IMARA - Empowering Children and Families to Recover From the Impacts of Sexual and Domestic Abuse in Nottingham\(shire\)](#)

ICAN speech and language skills [Home - Speech and Language UK: Changing young lives](#)

Mankind Initiative Male victims of Domestic Abuse- [ManKind Initiative - Supporting Male Victims of Domestic Abuse](#)

Marie Collins Foundation Technology Assisted Abuse [Welcome to Marie Collins Foundation](#)

National Autistic Society Nottingham 0207 833 299 [National Autistic Society](#)

National Working Group (NWG) Child Sexual Exploitation [Welcome to Marie Collins Foundation](#)

National Youth Advocacy Service [The National Youth Advocacy Service | NYAS](#)

Newark and Sherwood Autism Group [Home | Newark & Sherwood Autism Support Group](#)

Notts help yourself SEND Local Offer Short breaks [Nottshelpyourself | SEND Local Offer - Short breaks](#)

Nottingham Chameleons Group social support for trans people and their families [Nottingham Chameleons - A social and support group for trans* people, their family and friends.](#)

NSPCC Helpline (0808 800 5000) [NSPCC Helpline | NSPCC](#)

PAPYRUS Suicide Awareness [Papyrus UK Suicide Prevention | Prevention of Young Suicide](#)

Parents and Carers LGBT+ Support Service 01909479191 [LGBT+ Service Nottinghamshire](#)

Think You Know Online Sexual Abuse [CEOP Education](#)

UK Safer Internet Centre [Homepage - UK Safer Internet Centre](#)

Unseen Modern Slavery Helpline [Modern Slavery Helpline](#)

Women's Aid [Home - Women's Aid](#)

National information centre for children of offenders: [NICCO](#)

Children with incarcerated parents: [Children with a parent or relative in prison | Barnardo's](#)

Supporting children with parents in prison : [Parental imprisonment - Prison Advice and Care Trust](#)

E-Safety

Always be careful when you are using the internet. It can help you to keep in touch with your friends and help your education - but it can also cause harm - to you and to others.

Remember help is always available if you are having any problems online.

Don't be afraid to talk to your parents, carers or an adult at Woodland Nurture.

If you or anyone you know is worried about Child Exploitation, Online Protection or anything related to Internet safety please click the link below which will take you to the CEOP reporting website:

[NSPCC online safety information for families](#)

[CEOP](#) Helpful links to look at with your family

[Age 5-7](#)

[Age 8-10](#)

[Age 11-13](#)

Tips for staying safe online:

Make sure you keep new online friends strictly online. If someone you don't know asks to be your online friend you must ensure an adult knows about it.

Know how to use the CEOP Button and how to report it to the CEOP Centre if you are concerned about someone's online behaviour towards you.

The following appendices are a part of this policy :

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

<i>Appendix 2 , 2.1, 2.2, 2.3, 2.4 -Template: Body Maps Guidance</i>
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<i>Appendix 3: Concerns Form</i>

<i>Appendix 4: Confidential Safeguarding File</i>

Appendix 1

Woodland Nurture Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'.

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

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

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

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

Discuss concerns with the Snr Designated/Named Safeguarding Lead

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

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

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

Safeguarding concern Resolved /no longer held.

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

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247

(Office Hours Monday to Friday)

Where need is identified contact the Early Help Service

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

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

www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team
5.00pm –8.30am
Tel: 0300 4564546**

**NSPCC Whistle
blowing
Tel: 0800 028 0285**
Police Tel:101

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

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

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272.
LADO Strategic Lead Tel: 0115 9773921
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

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

Appendix 2

Body Map Guidance

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

e.g., MASH or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
 - Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
 - Colour of injury - if more than one colour, say so.
 - Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
 - Is there a scab/any blistering/any bleeding?
 - Is the injury clean or is there grit/fluff etc.?
 - Is mobility restricted as a result of the injury?
 - Does the site of the injury feel hot?
 - Does the child feel hot?
 - Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.

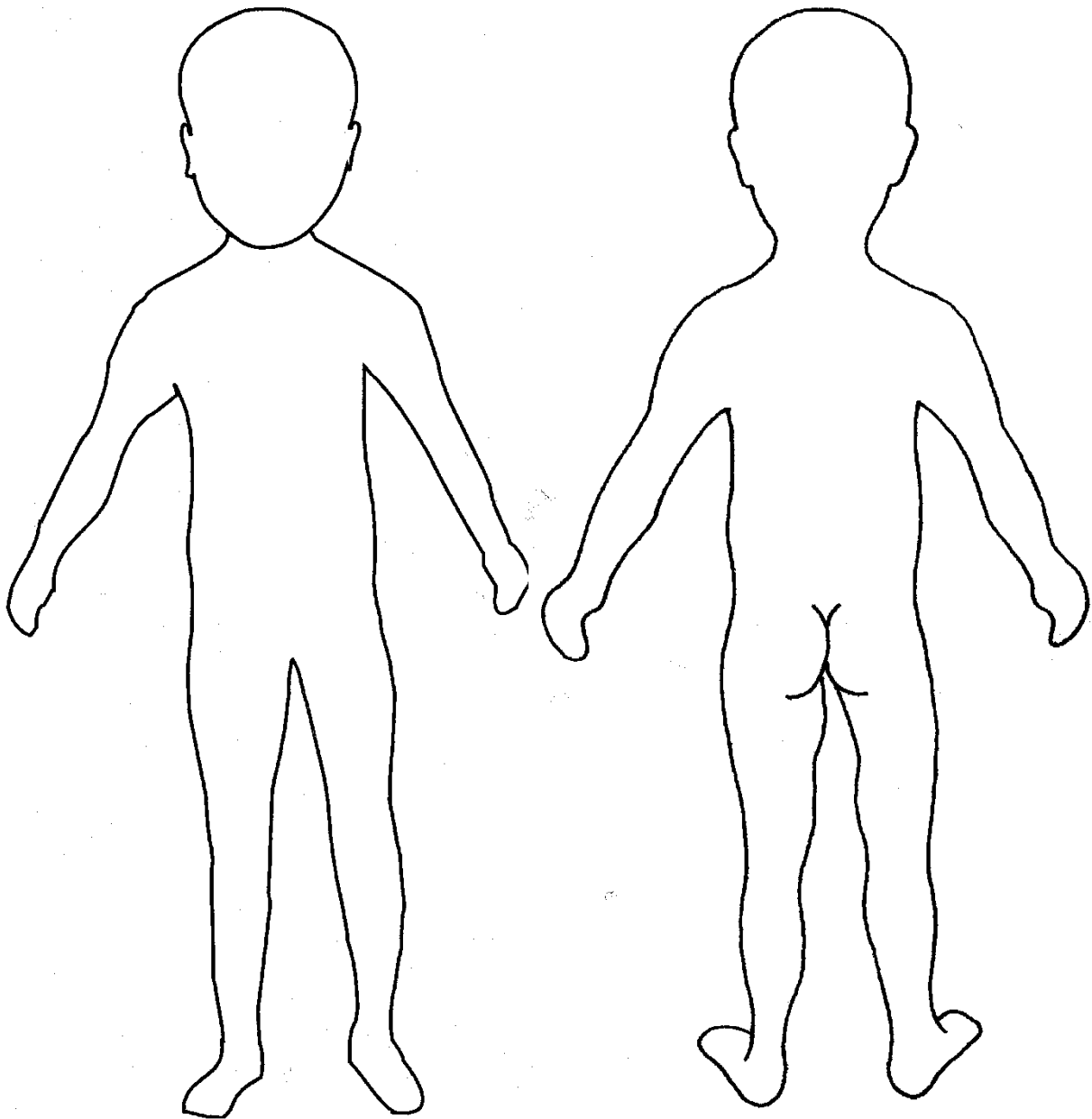


Appendix 2.1:
Body Map.

(This should be completed at the time of the observation)

Name of Child:
Observed by:

Date of Birth:
Date and time of observation:

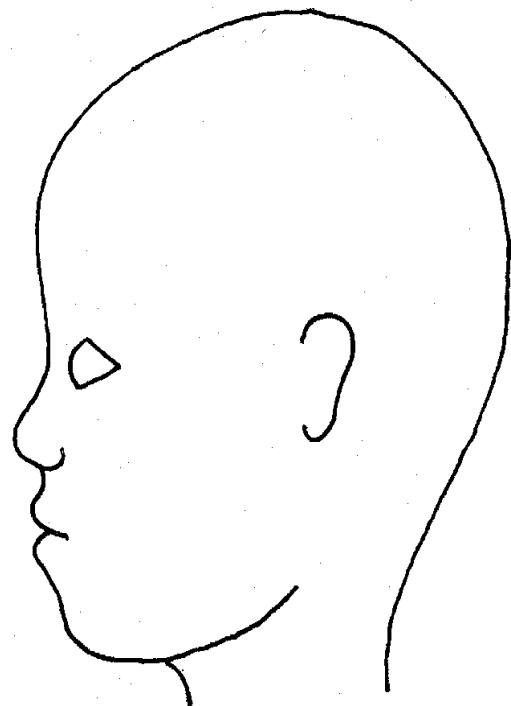
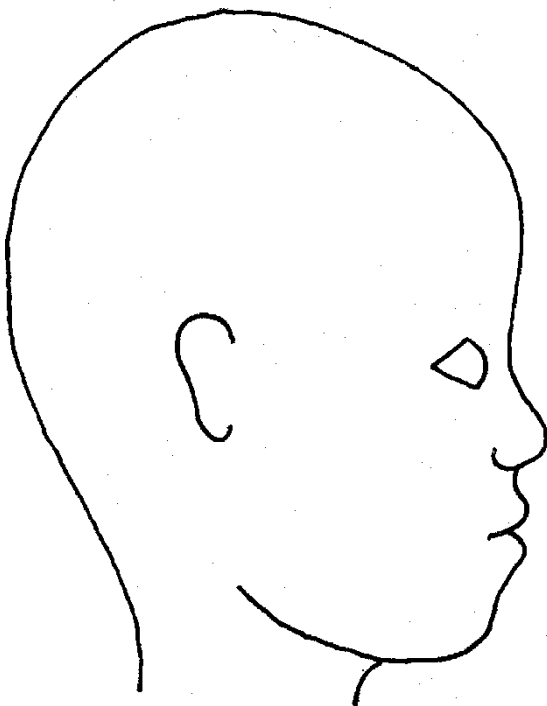
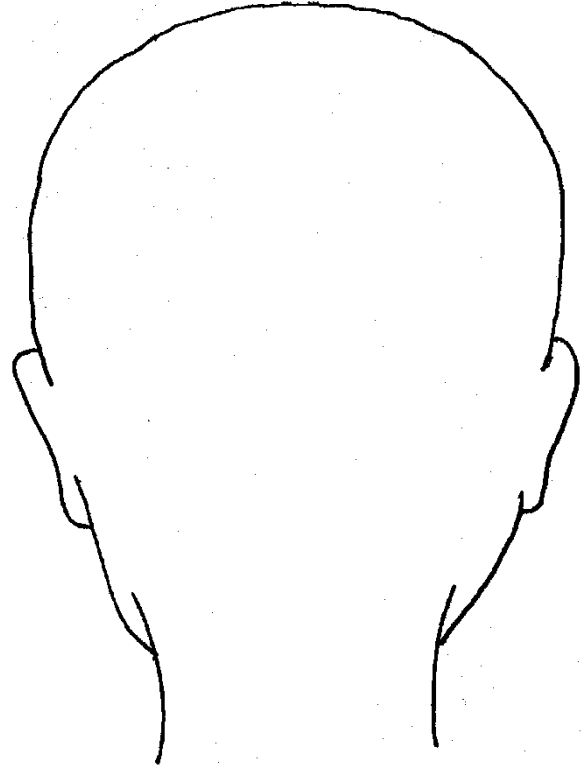
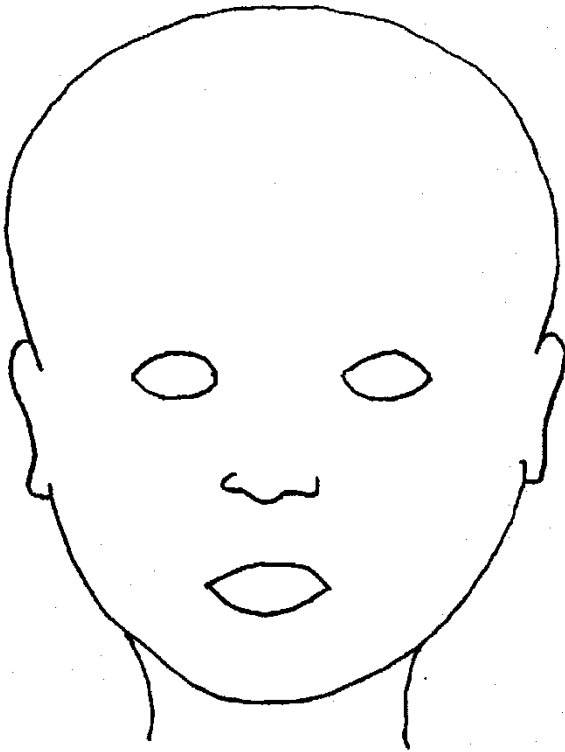


Appendix 2.2

Face Map

Name of Child:
Observed by:

Date of Birth:
Date and time of observation:



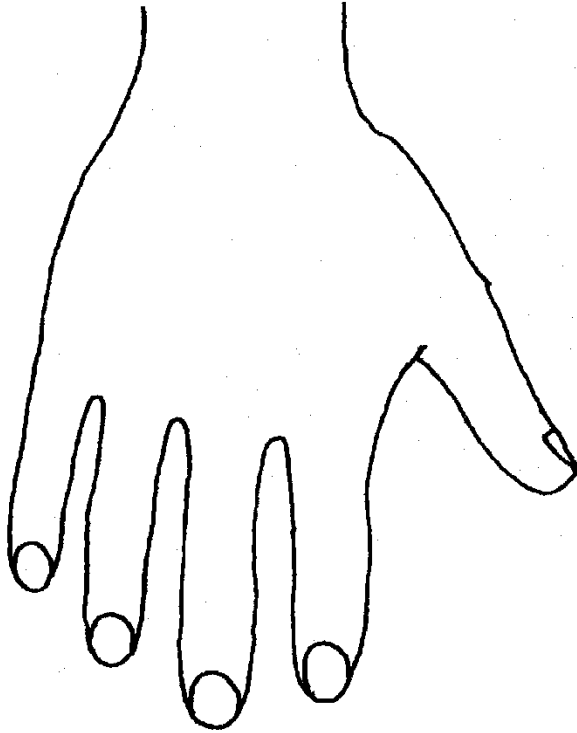
Right

Left

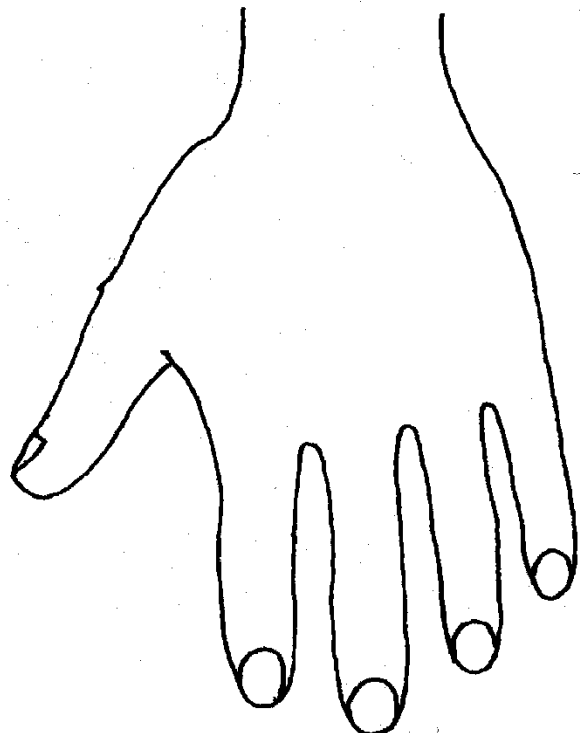
Hand Map

Name of Child:
Observed by:

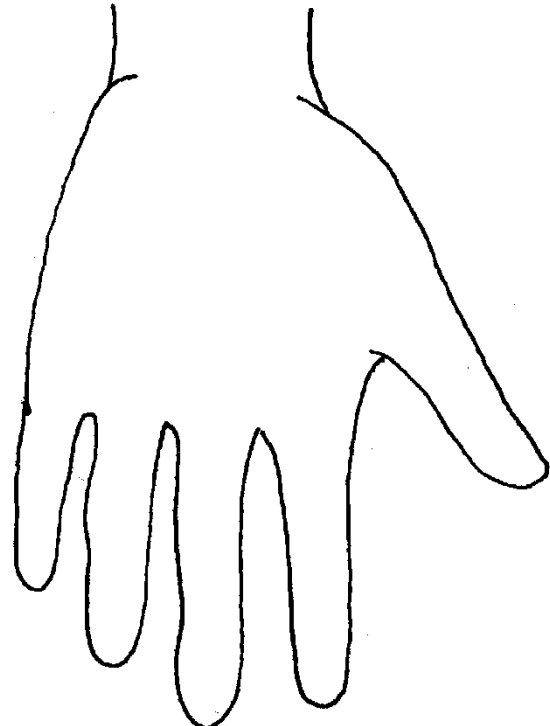
Date of Birth:
Date and time of observation:



Right



Left



Right

Appendix 3



Concerns form.

Date:	Adult recording observation:
Name of child:	Child's DOB:
Context: How has the concern come to your attention?	Do you think this issue is: ☐ Child protection ☐ Safeguarding ☐ Bullying ☐ Racism ☐ Other:
Concern:	

--

Who else, if anyone, was involved and how?

--

Child or Young Person - were there any obvious signs in the child e.g., bruising, bleeding, changed behaviour? Did the child say anything? (use the body parts pictures to record any marks)

--

What action have you taken? (who have you spoken to and when?)

--

Is there a follow up or support plan?

--

Do the parents know? (delete as appropriate) YES / NO

Has a referral been made to Children's Social Care?

Has a referral or follow up been made to another agency?

Name & Signature of designated safeguarding lead:

Date of completion of this form:

Appendix 4

Confidential Safeguarding File

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

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

All Confidential Safeguarding files should contain the following

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The 'confidential safeguarding or child protection' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

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

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

