Cotgrave Candleby Lane Child Protection Policy



September 2026 – 2027

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Policy approved by the Governing Body	November 2026
Policy published by the school	November 2026
Date for Review	September 2007

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Section A - Policy Purpose, Scope and Safeguarding Ethos

The purpose of this policy is to explain how Cotgrave Candleby Lane safeguards and promotes the welfare of children, protects them from harm and responds to safeguarding and child protection concerns.

This policy applies to all staff, supply staff, trainee teachers, governors / trustees, volunteers and contractors. Visitors and external providers are expected to follow the safeguarding arrangements relevant to their role while on the premises or working with children on behalf of our school.

This policy is informed by Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Nottinghamshire Safeguarding Children Partnership procedures and other legislation and statutory guidance applicable to our school. It should be read alongside the related policies and procedures identified below.

Section A – Policy Introduction and Safeguarding Ethos

Introduction and Purpose

The purpose of this Child Protection and Safeguarding Policy is to detail how Cotgrave Candleby Lane Primary School ensures that all children and young people attending the school are protected from harm and that their welfare is promoted.

This policy applies to all members of staff, governors, volunteers, supply staff, contractors and visitors. It sets out the school's commitment to safeguarding and promoting the welfare of children as a fundamental part of our ethos, values and day-to-day practice.

Safeguarding is **everyone's responsibility**. It is embedded across leadership and governance, teaching and learning, pastoral care, attendance, SEND provision, recruitment, staff conduct, online safety, educational visits, extracurricular activities and all other aspects of school life.

The school maintains an attitude of **"it could happen here"**. We promote a culture of vigilance, professional curiosity, openness and appropriate challenge, recognising that safeguarding concerns can arise in any family, community or setting and that no child or group of children should be assumed to be free from risk.

This policy is informed by the statutory guidance **Keeping Children Safe in Education (KCSIE) 2026** and **Working Together to Safeguard Children 2026**, together with relevant legislation, local safeguarding arrangements and guidance. KCSIE 2026 comes into force on 1 September 2026.

Cotgrave Candleby Lane's Safeguarding Ethos

At Cotgrave Candleby Lane Primary School, we are committed to creating a **safe, inclusive and nurturing environment** in which every child feels valued, respected, listened to and supported.

We recognise that children may experience harm within or outside their family, within peer groups, in the community or online. We understand that safeguarding concerns may present in different ways and that some children may face additional barriers to recognising harm, communicating their experiences, reporting concerns or accessing support.

We therefore listen carefully to children and consider their **needs, wishes, feelings, lived experiences and individual circumstances** when responding to safeguarding concerns. We seek to ensure that every child knows that they can talk to a trusted adult and that their concerns will be taken seriously.

We encourage children to speak to us about anything that worries them. Adults in school will listen, respond appropriately and take action in the best interests of the child.

Our safeguarding ethos is underpinned by the belief that every child has the right to feel safe, be heard and receive appropriate help and protection.

Flying High Trust Ethos

Cotgrave Candleby Lane Primary School is part of the Flying High Trust Partnership, a multi-academy trust.

The Trust's ethos is grounded in a strong moral purpose and school-led improvement, with a primary philosophy of putting children first. The Trust's three key values are:

- **Unique**
- **Exceptional**
- **Sustainable**

These values support our commitment to ensuring that every child is known, valued and supported to achieve their potential within a safe, caring and aspirational environment.

Whole-School Approach to Safeguarding

Safeguarding and child protection are embedded across the school's policies, procedures and practices. Our whole-school approach includes:

- clear safeguarding leadership, governance and accountability;
- accessible and age-appropriate systems for children and adults to report concerns;
- prompt reporting, recording, referral, information sharing and escalation of safeguarding concerns;
- safer recruitment and appropriate safeguarding checks and arrangements;
- effective induction, safeguarding training and regular updates for all staff;
- appropriate online safety, filtering and monitoring arrangements;
- preventative education through the curriculum, assemblies and wider school opportunities;
- early identification of children who may need additional help or support;
- effective pastoral, mental health, attendance and SEND support;
- listening to and acting upon pupil voice;

- effective partnership working with parents and carers;
- appropriate information sharing and multi-agency working with safeguarding partners and other agencies;
- regular review of safeguarding information, policies, procedures and practice; and
- learning from safeguarding incidents, concerns, reviews and wider local and national learning.

All staff are expected to understand their safeguarding responsibilities, follow the procedures set out in this policy and report concerns without delay.

The absence of the Designated Safeguarding Lead (DSL) or a Deputy DSL must not prevent or delay appropriate action being taken to safeguard a child.

Pupil Voice and Participation

Central to our safeguarding ethos is ensuring that children's voices are actively encouraged, listened to and acted upon.

We provide a range of formal and informal opportunities for pupils to express their views, share their experiences, raise concerns and contribute to school improvement. These include:

- **Pupil Parliament**, where pupils can raise issues and contribute to whole-school discussions and decision-making;
- **School Council**, providing an opportunity for pupils to represent their peers and influence aspects of school life and supporting children to take responsibility and contribute to the wider school community;
- **Worry Monsters**, providing children with a private way of sharing concerns or worries;
- access to our **pastoral team and trusted adults**, who provide support and respond to concerns;
- **Safeguarding and wellbeing assemblies**, which provide opportunities to explore safety, relationships, wellbeing and help-seeking;
- pupil voice activities within the **curriculum**, including opportunities to discuss what helps children feel safe and supported;
- **Pupil questionnaires and surveys**, used to gather children's views and identify areas for improvement;
- opportunities for children to provide feedback about their experiences of school; and

Pupil feedback is considered by school leaders and used, where appropriate, to inform safeguarding practice, pastoral provision, curriculum development, behaviour approaches and wider school improvement.

We recognise that some children may find it more difficult to communicate their views. Staff therefore remain alert to changes in behaviour, presentation, attendance, communication and wellbeing and consider alternative or adapted ways of enabling children to express themselves, particularly where SEND, communication needs or other individual circumstances may create barriers.

Reporting Systems for Children

Children are provided with **well-promoted, accessible and age-appropriate ways to report safeguarding concerns**.

Through our curriculum, assemblies, pastoral provision and day-to-day relationships, children are helped to understand:

- who they can speak to if they are worried;
- how they can report a concern;
- that they will be listened to and taken seriously;
- that adults will take appropriate action to help keep them safe;
- what may happen after they report a concern; and
- what support is available to them.

Children are encouraged to speak to a trusted adult if something is worrying them, whether the concern relates to themselves or another child.

Responsibilities of All Staff

All adults working in or on behalf of the school have a responsibility to safeguard and promote the welfare of children.

Staff must:

- remain alert to signs that a child may be experiencing or be at risk of harm;
- maintain professional curiosity and an attitude of "it could happen here";
- listen to children and take their concerns seriously;
- report safeguarding concerns promptly in accordance with the procedures set out in this policy;
- record concerns accurately, objectively and without delay;
- maintain appropriate confidentiality and share information on a need-to-know basis;
- follow school safeguarding policies, procedures and staff codes of conduct;
- complete required safeguarding training and updates; and
- seek advice from a DSL whenever they are uncertain about whether a concern should be reported.

Staff must never assume that somebody else will pass on information that they believe may be relevant to keeping a child safe.

Staff responsibilities are set out further in **Section C: Responsibilities of All Staff**, and procedures for reporting safeguarding concerns are set out in **Section D: Reporting Safeguarding Concerns**.

Government safeguarding guidance for professionals can be accessed through the Department for Education's *What to Do If You're Worried a Child Is Being Abused*.

Safeguarding Team

Cotgrave Candleby Lane Primary School has a safeguarding team consisting of **seven Designated Safeguarding Leads**, who undertake the duties and responsibilities set out within their roles.

The school ensures that appropriate safeguarding leadership and arrangements are maintained so that concerns can be responded to promptly, including when individual DSLs are absent.

The **Senior Designated Safeguarding Lead** has overall responsibility for coordinating the school's safeguarding arrangements and ensuring that safeguarding practice remains effective, compliant and responsive to the needs of pupils.

Related Policies and Procedures

This policy forms part of the school's wider safeguarding arrangements and should be read alongside the following policies and procedures:

- Staff Code of Conduct
- Child Behaviour Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Online Safety and Acceptable Use Policy
- Mobile Phone and Smart Technology arrangements
- Filtering and Monitoring Procedures
- Attendance and Children Missing Education Procedures
- SEND Policy
- Supporting Children with Medical Conditions Policy
- Mental Health and Wellbeing arrangements
- Safer Recruitment Policy
- Allegations Management Policy
- Low-Level Concerns Policy and Procedures
- Whistleblowing Policy
- Data Protection and Information Sharing Policy
- Early Help, Family Help and Pastoral Support Procedures
- Alternative Provision Procedures
- Reasonable Force or Restrictive Interventions Policy
- Educational Visits and Residential Arrangements
- Visitors and VIPs Procedures and Arrangements
- Relationships, Sex and Health Education Policy
- Procedures for responding to requests relating to social transition
- Prevent Risk Assessment and Action Plan
- First Aid Policy
- Intimate Care Policy

These policies and procedures work together to support a consistent whole-school approach to safeguarding and child protection.

Review, Approval and Public Availability

This Child Protection and Safeguarding Policy is reviewed **at least annually** and is updated sooner where necessary to reflect changes to legislation, statutory or local guidance, safeguarding arrangements, learning from practice or changes to the school's provision.

The Senior Designated Safeguarding Lead will coordinate the review of the policy, with appropriate involvement from school leaders and the safeguarding team.

The Governing Body provides oversight and seeks assurance that the policy is understood and effective in practice. Annual review and approval are not treated solely as a procedural exercise; governors consider whether safeguarding arrangements are operating effectively and whether practice reflects the needs and experiences of pupils.

The policy is:

- made available to all staff and included within safeguarding induction;
- communicated to staff whenever significant updates are made;
- published on the school website;
- made available to parents and carers;
- available in an alternative format where reasonably required; and
- reviewed and updated in line with statutory and local safeguarding requirements.

Superseded versions of the policy will be removed from current staff systems, induction materials and policy collections, while previous versions will be retained securely in accordance with the Trust's document-retention arrangements.

The school will ensure that safeguarding information, policies and procedures remain accessible, current and understood by those responsible for implementing them.

Section B – Statutory and Local Safeguarding Framework

Introduction

Cotgrave Candleby Lane Primary School's safeguarding arrangements are informed by current national legislation, statutory guidance and Nottinghamshire's local multi-agency safeguarding arrangements.

Together, these establish the responsibilities, expectations and standards that the school must follow to safeguard and promote the welfare of children.

The school will ensure that its safeguarding arrangements are consistent with the legal and statutory framework applicable to a mainstream primary school and with the procedures of the **Nottinghamshire Safeguarding Children Partnership (NSCP)**.

Statutory Guidance

This policy has been developed with regard to the following statutory guidance and relevant government guidance:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Working Together to Improve School Attendance
- What to do if you're worried a child is being abused
- Early Years Foundation Stage (EYFS) statutory framework, where applicable
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers
- relevant statutory guidance relating to the Prevent duty
- relevant statutory guidance relating to female genital mutilation (FGM)
- relevant guidance concerning child-on-child abuse, sexual violence and sexual harassment
- relevant guidance concerning domestic abuse and violence against women and girls
- other statutory guidance and national guidance relevant to the school's safeguarding responsibilities.

The school will ensure that staff are made aware of significant changes to statutory guidance and that safeguarding procedures are updated where required.

Legal Responsibilities

The school's safeguarding responsibilities arise from a range of legislation and regulations, including, where applicable:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Childcare Act 2006
- Counter-Terrorism and Security Act 2015, including the Prevent duty
- Domestic Abuse Act 2021
- Education and Training (Welfare of Children) Act 2021
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Data (Use and Access) Act 2025
- Equality Act 2010
- Human Rights Act 1998
- relevant legislation concerning female genital mutilation
- relevant legislation concerning sexual offences, exploitation, trafficking and modern slavery
- relevant legislation concerning attendance and children missing education.

The school will also have regard to relevant legislation and guidance relating to children with special educational needs and disabilities, health and medical needs, online safety, attendance, mental health, safer recruitment and the use of reasonable force or restrictive interventions.

Other legislation and regulations may apply according to the school's activities and the services it provides.

The Governing Body and Flying High Trust are responsible for ensuring that the school's safeguarding arrangements comply with relevant legislation and have regard to current statutory guidance.

Nottinghamshire Safeguarding Arrangements

Cotgrave Candleby Lane Primary School operates within the safeguarding arrangements established by the **Nottinghamshire Safeguarding Children Partnership (NSCP)**.

The school follows current Nottinghamshire multi-agency safeguarding procedures, including local arrangements for:

- recognising and responding to safeguarding concerns;
- information sharing;
- early help and family support;
- assessment of need and risk;
- referrals to Children's Social Care;
- responding to immediate safeguarding concerns;
- professional challenge and escalation;
- child protection enquiries and conferences;
- children missing from education;
- contextual safeguarding;
- exploitation and extra-familial harm; and
- other safeguarding concerns requiring a multi-agency response.

The school uses Nottinghamshire's current thresholds, pathways and assessment arrangements when considering the level of help or protection a child may require.

A Family Help assessment or Early Help involvement is not a prerequisite for making a referral to Children's Social Care where the level of concern indicates that statutory intervention may be required.

Where there is uncertainty about the appropriate level of support or referral, the DSL will seek advice from the appropriate safeguarding partner or service.

Detailed procedures for reporting concerns, seeking advice and making referrals are set out in:

- **Section D – Reporting Safeguarding Concerns and Immediate Danger and Referrals**
- **Section E – Continuum of Help and Protection**
- relevant Nottinghamshire Safeguarding Children Partnership procedures.

Nottinghamshire Thresholds and Continuum of Help and Protection

The school recognises that children and families may require different levels of support at different times.

We use Nottinghamshire's current Framework for Support and threshold arrangements to help determine whether a child requires:

- universal support;
- early help/family support;
- targeted support;
- specialist support; or
- statutory intervention through Children's Social Care.

Decisions are based on the individual child's circumstances, the level and nature of need, risk and harm, protective factors and the effectiveness of existing support.

The school will not delay a referral where information indicates that a child may be at risk of significant harm.

Where a child is already receiving support, the school will continue to monitor their welfare and will escalate concerns if circumstances deteriorate, agreed actions are not effective or the child's needs are not being adequately addressed.

Professional Challenge and Escalation

Effective safeguarding depends upon professionals working together and appropriately challenging decisions where necessary.

Cotgrave Candleby Lane Primary School will use the Nottinghamshire Safeguarding Children Partnership's professional challenge and escalation procedures where:

- there is disagreement about the level of need or risk;
- a safeguarding concern has not been appropriately responded to;
- agreed actions have not been completed;
- a child's circumstances are not improving;
- there is concern that information has not been appropriately shared; or
- the school believes that further action is necessary to safeguard a child.

Professional disagreement will be managed respectfully and constructively, with the child's welfare remaining the central consideration.

Staff should not assume that raising a concern once is sufficient. Where concerns remain, they must be re-reported, escalated or challenged as appropriate.

Information Sharing

The school recognises that appropriate information sharing is an essential part of effective safeguarding.

Information will be shared lawfully, proportionately and appropriately where this is necessary to safeguard and promote the welfare of a child.

Data protection legislation is not a barrier to appropriate safeguarding information sharing. Staff should seek advice from a DSL where they are unsure whether information should be shared.

The school follows relevant government guidance and Nottinghamshire multi-agency procedures concerning information sharing and maintains appropriate records of safeguarding concerns, decisions, referrals and actions.

Further information is set out in the school's Data Protection and Information Sharing Policy.

Local Safeguarding Information

Current local safeguarding procedures and referral arrangements are available through:

- Nottinghamshire Safeguarding Children Partnership (NSCP) procedures
- Nottinghamshire Framework for Support
- Nottinghamshire Multi-Agency Safeguarding Hub (MASH) referral arrangements
- Nottinghamshire arrangements for Early Help/Family Help and other relevant support services.

As local safeguarding procedures and referral arrangements may change, staff should use the current procedures and contact information provided by the school and Nottinghamshire Safeguarding Children Partnership, rather than relying on historic contact details contained within this policy.

The DSL and safeguarding team are responsible for ensuring that staff have access to current local referral information and understand how to access advice and make referrals.

Compliance and Review

The school will monitor changes to legislation, statutory guidance and Nottinghamshire safeguarding arrangements and will amend this policy and associated procedures where required.

Where national or local guidance changes between formal policy reviews, the school will implement necessary safeguarding changes without waiting for the next annual policy review.

The Governing Body and Flying High Trust will seek assurance that the school is complying with relevant statutory requirements and that local safeguarding procedures are embedded effectively in practice.

Section C – Safeguarding Leadership, Governance and Responsibilities

At Cotgrave Candleby Lane Primary School, safeguarding is a shared responsibility supported by clear leadership, effective governance and strong partnership working.

Everyone working in or on behalf of the school has a responsibility to safeguard and promote the welfare of children. Staff and other adults must act on concerns and must not assume that another person will take action, make a referral or share information that may be critical to keeping a child safe.

The school maintains an attitude of **"it could happen here"** and expects all staff to demonstrate professional curiosity, appropriate challenge and timely action when responding to safeguarding concerns.

Governing Body and Flying High Trust

The Governing Body and Flying High Trust have strategic responsibility for ensuring that effective safeguarding arrangements are in place and that safeguarding remains a priority across the school.

The Governing Body and Trust will ensure that:

- safeguarding policies, procedures and training comply with relevant legislation and statutory guidance and are effective in practice;
- an appropriately trained Senior Designated Safeguarding Lead (DSL) and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership and cover;
- the DSL team has sufficient time, authority, funding, training, resources and support to fulfil its safeguarding responsibilities effectively;
- safeguarding arrangements reflect the needs of all pupils, including children who may be at greater risk of harm or who may experience additional barriers to accessing help;
- children have accessible, well-promoted and age-appropriate ways of reporting concerns;
- promote an inclusive, anti-discriminatory culture in which racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the setting's safeguarding responsibilitiesappropriate safer recruitment and allegations-management arrangements are maintained;
- effective online safety, filtering and monitoring arrangements are in place;
- the school follows appropriate local safeguarding procedures and referral pathways;
- safeguarding information, concerns, patterns and emerging risks are appropriately reported to governors and the Trust;
- appropriate safeguarding training, supervision, support and professional development are provided;
- safeguarding practice is monitored and reviewed and learning from incidents, concerns and local or national developments is used to improve practice; and
- leaders provide sufficient information and assurance to enable effective scrutiny, challenge and continuous improvement.

The Governing Body will receive appropriate safeguarding information and assurance while maintaining appropriate confidentiality regarding individual children and families.

The appointed Safeguarding Governor provides additional strategic oversight and acts as a link between safeguarding leadership and the Governing Body. This does not remove responsibility for safeguarding from the Governing Body or Trust as a whole.

Headteacher

The Headteacher is responsible for implementing the safeguarding arrangements agreed by the Governing Body and Flying High Trust and for ensuring that safeguarding is embedded throughout school practice.

The Headteacher will:

- promote a culture in which safeguarding is understood to be everyone's responsibility;
- ensure that staff understand and follow this Child Protection and Safeguarding Policy and associated procedures;
- ensure that safeguarding concerns are reported, recorded, referred and acted upon promptly;
- support the Senior DSL and wider DSL team and ensure effective safeguarding cover is maintained;
- ensure that staff, volunteers, governors and other relevant adults receive appropriate safeguarding induction, training and updates;
- oversee the implementation of safer recruitment arrangements and safeguarding procedures;
- ensure that allegations against staff and low-level concerns are managed in accordance with the school's Allegations Management Policy and Low-Level Concerns Policy;
- ensure that appropriate action is taken where safeguarding concerns relate to staff, volunteers, contractors or other adults;
- ensure that appropriate online safety, filtering and monitoring arrangements are maintained;
- support effective multi-agency working and professional challenge where required;
- ensure that appropriate resources are available to support safeguarding and child protection;
- keep the Governing Body and Trust informed about safeguarding risks, patterns, significant developments and required improvements; and
- ensure that safeguarding remains effective during periods of staff absence and outside normal school hours.

Where the Headteacher is also a DSL, sufficient time and resources will be provided to enable both roles to be undertaken effectively, and appropriate arrangements will be in place to manage any potential conflict of interest.

Designated Safeguarding Lead Team

Cotgrave Candleby Lane Primary School has a safeguarding team consisting of seven Designated Safeguarding Leads, including a Senior Designated Safeguarding Lead.

The Senior DSL has overall responsibility for coordinating the school's safeguarding and child protection arrangements. The wider DSL team provides additional capacity, expertise and safeguarding cover.

The DSL team works collectively while maintaining clear individual responsibilities and ensuring that safeguarding concerns are followed up and acted upon appropriately.

The Designated Safeguarding Lead will:

- take lead responsibility for safeguarding and child protection across the school;
- advise and support staff in relation to safeguarding concerns;
- coordinate the school's response to safeguarding concerns;
- ensure concerns are appropriately assessed, recorded, referred, monitored and followed up;
- make or support referrals to Children's Social Care, the police, health services and other relevant agencies;
- understand and apply Nottinghamshire's current safeguarding thresholds, referral pathways, Framework for Support and professional challenge and escalation procedures;
- contribute to Family Help, Early Help, statutory assessments, child protection processes, strategy discussions, conferences, core groups and other relevant multi-agency meetings;
- promote appropriate, lawful and timely information sharing;
- maintain secure and accurate child protection records;
- ensure that staff understand how to report safeguarding concerns and know when they may need to make a direct referral;
- consider the child's wishes, feelings, lived experience, individual circumstances and any additional barriers to recognising harm, reporting concerns or accessing support;
- ensure that safeguarding responses take account of SEND, communication needs, disability, vulnerability, contextual factors and other relevant circumstances;
- work closely with the SENCO, attendance lead, mental health and wellbeing lead, pastoral staff, Designated Teacher where applicable, and other relevant professionals;
- monitor safeguarding patterns, themes and emerging risks and use this information to inform prevention and school improvement;
- ensure that safeguarding concerns relating to attendance, behaviour, child-on-child abuse, online safety, exploitation, neglect, domestic abuse, mental health and other safeguarding matters are appropriately considered;
- maintain up-to-date knowledge of safeguarding issues and developments at local and national level;
- undertake relevant continuing professional development, including engagement with Nottinghamshire safeguarding networks, DSL updates, local safeguarding briefings and trusted national safeguarding resources such as Andrew Hall's safeguarding briefings;
- provide safeguarding information, advice and assurance to school leaders and governors;
- ensure that safeguarding procedures and referral information remain current;
- contribute to safeguarding training, induction and regular safeguarding updates for staff; and

- ensure that appropriate safeguarding cover arrangements are maintained whenever the Senior DSL is unavailable.

Deputy DSLs and Safeguarding Cover

The school's Deputy DSLs are appropriately trained and are able to undertake delegated safeguarding activities and respond to safeguarding concerns in the absence of the Senior DSL.

When the Senior DSL is unavailable:

- staff must report concerns to another member of the DSL team without delay;
- concerns will continue to be reviewed, recorded, monitored and acted upon;
- urgent safeguarding action or referral will not wait for the return of the Senior DSL;
- the DSL team will ensure appropriate safeguarding cover is maintained;
- staff must follow the school's established reporting and recording procedures; and
- any member of staff may make a direct referral to Children's Social Care or contact the police where circumstances require this.

The absence of a DSL must never prevent or delay action to safeguard a child.

An untrained senior leader does not automatically assume the role of DSL or Deputy DSL. Where a DSL is unavailable, the school's established safeguarding cover arrangements will apply.

Safeguarding Cover Outside Normal School Hours

The school maintains arrangements to ensure that safeguarding concerns can be appropriately escalated outside normal school hours and during school closure periods.

The school's current safeguarding contact arrangements, including the appropriate DSL contact and emergency referral information, are made available to staff and kept up to date.

Where a safeguarding concern arises outside normal school hours and requires immediate action, staff must follow the emergency and referral procedures set out in the school's safeguarding guidance and Nottinghamshire safeguarding procedures. A concern must not be left until the school reopens where this could place a child at further risk.

The school's safeguarding email address is published on the school website and is monitored in accordance with the school's agreed arrangements. The school will ensure that any online safeguarding contact route is supported by clear arrangements for responding to urgent concerns.

Current DSL contact arrangements and holiday/out-of-hours cover will be maintained separately from this policy where necessary so that they can be updated promptly without requiring the full policy to be amended.

Safeguarding Records and CPOMS

The school uses **CPOMS** to support the secure recording and management of safeguarding concerns and related information.

Access to safeguarding information is based on role and appropriate permissions.

- Members of the DSL team have appropriate access to safeguarding records required to fulfil their safeguarding responsibilities.
- Teaching staff can record safeguarding concerns relating to pupils and have access to confidential information associated with that child
- Where a member of staff does not have direct CPOMS access, they must report the concern promptly to a DSL and complete the school's agreed safeguarding concern recording process. A QR code is displayed which takes them to a forms that they completed and this is then sent to the school safeguarding email.
- DSLs are responsible for ensuring that safeguarding records are accurate, appropriately detailed, securely stored and managed in accordance with data protection requirements.
- Staff must record concerns factually, distinguishing where appropriate between observed facts, information reported by others and professional opinion.
- Safeguarding records must be shared only with those who have a legitimate safeguarding reason to access them.

Further guidance for staff on recording safeguarding concerns and using CPOMS is provided through the school's safeguarding procedures and staff guidance.

Designated Teacher for Looked-After and Previously Looked-After Children

Cotgrave Candleby Lane Primary School has appropriate arrangements in place for supporting children who are looked-after and previously looked-after.

For consistency with statutory guidance, this policy uses the terms **“Looked-After Children”** and **“Previously Looked-After Children”**. Nottinghamshire also uses the term **“Children We Care For”** in local arrangements.

The Designated Teacher works closely with the DSL, SENCO, Virtual School, social workers, carers, parents where appropriate and other professionals to promote the educational achievement, welfare and safety of looked-after and previously looked-after children.

The Designated Teacher will:

- ensure that safeguarding and welfare needs are appropriately considered alongside educational needs;
- contribute to and monitor Personal Education Plans;
- ensure that relevant staff understand the child's individual needs and circumstances;
- support effective information sharing between school and relevant professionals;
- contribute to safeguarding and multi-agency meetings where appropriate;
- support children during transitions and changes in placement or circumstances; and

- work with the DSL where there are safeguarding concerns or where a child's looked-after status creates additional safeguarding considerations.

Further safeguarding considerations for looked-after and previously looked-after children are set out in **Section F – Looked-After and Previously Looked-After Children**.

Responsibilities of All Staff

Safeguarding is the responsibility of every adult working in or on behalf of the school.

All staff must maintain an attitude of **"it could happen here"**, act in the best interests of the child and understand that safeguarding concerns must never be ignored or assumed to be someone else's responsibility.

All staff must:

- read and understand **KCSIE 2026 part one**, this Child Protection and Safeguarding Policy and other safeguarding information relevant to their role;
- know who the Senior DSL, Deputy DSLs and wider safeguarding team are;
- understand the school's safeguarding cover and reporting arrangements;
- recognise, report and appropriately record safeguarding concerns without delay including prejudice-based harm, racism, faith-based prejudice, faith-targeted abuse and other forms of discrimination;
- listen to children and take their concerns, wishes and feelings seriously;
- act immediately where a child is in danger or significant harm is suspected;
- make a direct referral where necessary and not allow the absence of a DSL to delay action;
- share relevant information appropriately and proportionately;
- never promise a child or another person that a safeguarding disclosure will be kept secret;
- report concerns about adults, unsafe practice, poor professional boundaries or other safeguarding concerns;
- report low-level concerns in accordance with the school's Low-Level Concerns Policy;
- report allegations or concerns about staff, volunteers, contractors or other adults in accordance with the school's Allegations Management Policy;
- complete safeguarding training and updates appropriate to their role;
- follow the school's Staff Code of Conduct and other relevant safeguarding policies;
- maintain appropriate professional boundaries with children;
- follow the school's online safety, mobile phone and acceptable use arrangements;
- follow safeguarding arrangements when supervising children on and off the school site;
- complete and follow relevant risk assessments for activities, educational visits and other situations where children may be exposed to additional risk; and
- seek advice from a DSL whenever they are uncertain about a safeguarding matter.

Safeguarding Responsibilities Across School Life

Safeguarding is embedded throughout the organisation and is not limited to the work of the DSL team.

School Arrival and Departure

Appropriate arrangements are in place to ensure that children are safely received at the beginning of the school day and leave school safely at the end of the day.

Staff maintain appropriate supervision and follow established procedures for children who are collected by parents/carers, attend clubs or other provision, or where there are specific collection or safeguarding arrangements.

Visitors, Contractors and External Adults

The school operates safeguarding arrangements for visitors, volunteers, contractors, visiting professionals and other adults entering the school site.

These arrangements include, as appropriate:

- appropriate due diligence and safeguarding checks;
- confirmation of identity and, where required, relevant DBS arrangements;
- visitor sign-in and identification arrangements;
- issuing appropriate visitor identification;
- providing visitors with relevant safeguarding information;
- ensuring visitors understand how to report a safeguarding concern;
- appropriate supervision of visitors who are not authorised to work unsupervised with children;
- appropriate arrangements for visiting speakers and external agencies; and
- clear procedures for signing out and leaving the premises.

Further detail is contained within the school's **Visitors and VIPs Procedures and Arrangements**.

Supply Staff and Temporary Staff

Supply staff, agency staff and other temporary workers are provided with appropriate safeguarding information as part of their induction.

This includes:

- identification of the DSL team and how to contact them;
- how to report a safeguarding concern;
- relevant school safeguarding expectations;
- key information needed to work safely within the school; and
- appropriate information about the school's behaviour, online safety and professional conduct arrangements.

The school will ensure that appropriate checks and assurances have been completed before individuals undertake work in accordance with safer recruitment requirements.

Supervision and Support

Staff are provided with appropriate leadership, supervision and support throughout the school day.

The Senior Leadership Team and DSL team are accessible to staff who need advice or support with safeguarding concerns. Staff are encouraged to seek advice at an early stage rather than attempting to manage safeguarding concerns independently.

Curriculum and Preventative Safeguarding Education

Safeguarding is embedded within the curriculum and wider school experience.

Subject leaders and teachers contribute to safeguarding by ensuring that children develop the knowledge, skills and confidence they need to keep themselves and others safe.

This includes age-appropriate learning relating to:

- healthy and respectful relationships;
- Relationships, Sex and Health Education;
- online safety;
- bullying and child-on-child abuse;
- consent and personal boundaries;
- emotional wellbeing and mental health;
- recognising unsafe situations;
- seeking help and identifying trusted adults;
- exploitation and contextual risks;
- equality, respect and inclusion;
- Prevent and understanding extremism and radicalisation; and
- personal safety and responsible decision-making.

Safeguarding education is supported through the school's RSHE curriculum, Healthy Bodies, Healthy Minds (HBHM) programme, assemblies, pastoral provision and wider school activities.

Pastoral and Wellbeing Support

The school has a dedicated pastoral approach to supporting children's emotional wellbeing, relationships and safety.

Staff work with children and families to identify concerns at an early stage and, where appropriate, provide or facilitate additional support.

The school works closely with relevant professionals and services where a child's needs require support beyond that available within school.

Breakfast Clubs, Before and After-School Provision

Children attending breakfast clubs, after-school activities and other school-led provision are supervised by appropriately trained staff.

Safeguarding expectations, behaviour standards, reporting arrangements and emergency procedures apply equally to provision taking place before and after the normal school day.

Pupil Leadership

Pupil leadership contributes positively to the school's safeguarding culture.

Opportunities such as Pupil Parliament and School Council, together with appropriate pupil leadership roles such as Play Leaders and Environment Leaders, enable children to contribute to school life and promote positive relationships, responsibility and respect.

Children are not given responsibility for managing safeguarding concerns themselves. Adults retain responsibility for safeguarding and responding to concerns.

Assemblies and Whole-School Culture

The school uses a structured programme of assemblies, safeguarding themes and pastoral activities to reinforce messages about safety, respect, relationships, inclusion, wellbeing and help-seeking.

Safeguarding messages are reinforced throughout the school year and respond to emerging risks, local issues and the needs of pupils.

Communication with Parents and Carers

The school communicates safeguarding, wellbeing and safety information to parents and carers through appropriate channels, including:

- the school website;
- letters and other school communications;
- meetings and information events;
- curriculum information;
- safeguarding and wellbeing information; and
- direct communication with families where individual support or safeguarding action is required.

Parents and carers are encouraged to contact the school if they have concerns about the welfare or safety of their child or another child.

Educational Visits, Residentials and Activities Outside School

Safeguarding is considered as part of the planning and delivery of educational visits, residentials, performances, sporting activities and other events taking place away from the normal classroom environment.

Appropriate risk assessments, staffing arrangements, emergency procedures and safeguarding considerations are incorporated into planning.

Further information is contained within the school's **Educational Visits and Residential Arrangements**.

Staff Induction and Safeguarding Training

All staff, governors, volunteers and other relevant adults receive safeguarding induction appropriate to their role before or at the commencement of their work with the school, in accordance with statutory requirements.

Safeguarding induction includes, as appropriate:

- access to or information about key safeguarding policies and procedures;
- identification of the Senior DSL, Deputy DSLs and safeguarding team;
- identification of the Safeguarding Governor;
- how to report and record safeguarding concerns;
- information about CPOMS and the school's alternative reporting arrangements;
- Staff Code of Conduct and professional boundaries;
- behaviour and anti-bullying arrangements;
- online safety and acceptable use;
- allegations and low-level concerns procedures;
- whistleblowing arrangements;
- visitor and site safety arrangements;
- attendance and children missing education procedures; and
- confirmation that staff have read and understood the relevant safeguarding information required by **KCSIE 2026**, including Part One or Annex A as applicable to their role.

Safeguarding training is refreshed regularly and includes updates relating to emerging safeguarding risks, online safety, local safeguarding arrangements and learning from practice.

Training requirements for different staff roles are set out within the Flying High Partnership Safeguarding Training Requirements.

The school also provides regular safeguarding updates and briefings throughout the academic year. Relevant national and local safeguarding information is shared with staff by the Flying High Partnership Safeguarding Lead, as well as through school-based safeguarding updates and DSL briefings.

Governors receive appropriate safeguarding training to enable them to provide effective strategic challenge and oversight.

DSLs receive enhanced safeguarding training appropriate to their responsibilities, including training relating to safeguarding leadership, information sharing, child protection processes, local safeguarding arrangements and relevant data protection and cyber-security considerations.

Training records are maintained to demonstrate compliance with required safeguarding training arrangements.

Multi-Agency Working

Cotgrave Candleby Lane Primary School works collaboratively with safeguarding partners and other agencies to help, support and protect children.

The school will:

- share relevant safeguarding information lawfully, appropriately and promptly;
- contribute to assessments, Family Help arrangements, child protection processes, plans and meetings;
- provide relevant information to support professional decision-making;
- complete agreed actions within required timescales;
- attend relevant multi-agency meetings;
- respond promptly to requests for information;
- monitor the impact of agreed support and interventions;
- challenge decisions appropriately where there are concerns about the effectiveness of safeguarding arrangements; and
- escalate concerns where a child's circumstances are not improving or where the school believes further action is required.

Where concerns remain or progress is insufficient, the school will use Nottinghamshire Safeguarding Children Partnership's professional challenge and escalation procedures.

The school recognises that effective safeguarding requires professionals to work together and that no single agency has a complete picture of a child's circumstances.

Our contribution to Early Help, Family Help, statutory assessments, child protection plans and other multi-agency arrangements is explained further in **Section E – Early Support, Family Help and Child Protection**.

Section D – Recognising, Reporting and Recording Safeguarding Concerns

At Cotgrave Candleby Lane Primary School, all safeguarding concerns must be reported without delay, even where information is limited or staff are uncertain whether harm has occurred.

Staff should remain alert to changes in a child's behaviour, presentation, emotional wellbeing, attendance, relationships, progress, health, communication, online activity or wider circumstances.

Safeguarding concerns may arise within or outside the family, within peer groups, in the community or online. Different forms of harm may overlap, and children may experience more than one safeguarding risk at the same time.

Staff must maintain professional curiosity and avoid assumptions based on a child's age, gender, disability, SEND, behaviour, family circumstances, background or other characteristics.

A concern does not need to be proven before it is reported.

Recognising Safeguarding Concerns

Staff should consider whether a child:

- has experienced or may be experiencing abuse, neglect or exploitation;
- has experienced or may be at risk of physical, emotional or sexual abuse;
- is experiencing bullying, child-on-child abuse or harmful sexual behaviour;
- is experiencing sexual violence or sexual harassment;
- is at risk of exploitation, including criminal or sexual exploitation;
- is exposed to domestic abuse;
- is experiencing harmful behaviour or risks online;
- is missing from education or has concerning patterns of attendance;
- is experiencing mental health or wellbeing difficulties that may indicate a safeguarding concern;
- has experienced a significant change in behaviour, presentation or relationships;
- is being exposed to extremist or radicalising influences;
- is at risk because of circumstances outside the home or within the wider community; or
- may require additional help or protection for any other reason.

Staff should also consider the possibility of contextual and extra-familial safeguarding risks, recognising that harm may occur outside the family home, including in peer groups, community settings and online.

Responding to a Disclosure

If a child shares a concern or discloses abuse, neglect or exploitation, staff should:

- listen calmly and give the child their full attention;
- allow the child to speak at their own pace;
- use open prompts only where clarification is necessary;
- avoid leading, investigative or repeated questions;
- reassure the child that they have done the right thing by speaking to an adult;
- explain that information may need to be shared with people who can help keep them safe;
- never promise confidentiality;
- avoid making judgements or expressing disbelief;
- never confront the person alleged to have caused harm;
- not ask the child to write a statement;

- not ask the child to sign notes or provide a formal account;
- not ask the child to repeat their account unnecessarily;
- record the child's words, wishes and feelings as accurately as possible;
- report the concern to a DSL or Deputy DSL immediately; and
- record the concern on CPOMS, including relevant verbal conversations, in accordance with the school's recording procedures.

Staff must not investigate safeguarding concerns themselves.

The purpose of the initial response is to listen, reassure, clarify only where necessary, record accurately and pass the concern to the appropriate safeguarding professional.

Concerns Involving Nudes or Semi-Nudes

Where a concern involves nude or semi-nude images or videos, including AI-generated, manipulated or altered imagery, staff must not intentionally view, copy, print, forward, save or distribute the imagery or ask a child to send or show it to them.

The concern must be reported to a DSL immediately.

Staff should preserve relevant information about the circumstances of the concern without accessing or distributing the imagery unnecessarily.

The DSL will determine the appropriate safeguarding response and whether further referral to the police, Children's Social Care or another agency is required.

Where the concern involves child-on-child abuse, sexual violence, sexual harassment or harmful sexual behaviour, staff must also follow the school's Child-on-Child Abuse Policy and relevant online safety procedures.

Reporting Safeguarding Concerns

Staff must report safeguarding concerns to a member of the **DSL team without delay**.

At Cotgrave Candleby Lane Primary School, concerns should normally be:

1. reported verbally to the DSL or a Deputy DSL as soon as possible;
2. recorded promptly on CPOMS by staff with appropriate access; and
3. where the member of staff does not have direct CPOMS access, recorded using the school's Safeguarding Concern Form and passed immediately to a DSL or Deputy DSL for recording on CPOMS.

Recording a concern does not replace the requirement to speak directly to a DSL where the concern is urgent, significant or requires immediate action.

Staff must not delay reporting a concern while attempting to gather further information or evidence.

Where the usual DSL is unavailable, staff must report to another member of the DSL team in accordance with the safeguarding cover arrangements set out in **Section C**.

The absence of the DSL or a Deputy DSL must never delay safeguarding action.

Direct Referrals by Staff

Any member of staff may make a direct referral to Children's Social Care where they believe this is necessary to safeguard a child.

Staff should normally inform the DSL as soon as possible after making a direct referral, unless there is a valid safeguarding reason not to do so.

A staff member should not delay making a referral because they are waiting for the DSL, another member of staff or a response from another agency.

Where a staff member is uncertain about whether a referral is required, they should seek advice from a DSL or the appropriate Nottinghamshire safeguarding service. However, seeking advice must not delay action where a child may be at risk of significant harm.

Immediate Danger and Emergency Action

Where a child is in immediate danger or requires urgent protection, staff must take immediate action.

Depending on the circumstances, this may include:

- contacting the police on 999;
- seeking immediate medical assistance;
- contacting Children's Social Care;
- informing a member of the DSL team; and
- taking reasonable steps to ensure the child's immediate safety.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to Nottinghamshire Children's Social Care/MASH must be made without delay.

A Family Help or Early Help assessment is not required before making a referral where the circumstances require statutory safeguarding intervention.

Seeking advice, consulting the DSL or attempting to obtain parental consent must not delay protective action.

Further information about Nottinghamshire's referral pathways and thresholds is set out in

Section E – Early Support, Family Help and Child Protection.

Recording Safeguarding Concerns

All safeguarding concerns, discussions, decisions, actions and outcomes must be recorded promptly.

Staff with direct access to CPOMS should record concerns on CPOMS.

Staff who do not have direct access to CPOMS must complete the school's Safeguarding Concern Form and provide it immediately to a DSL or Deputy DSL so that the concern can be entered onto CPOMS. A QR code gives a direct link to a concern form.

Safeguarding records should include, where relevant:

- the child's name and identifying details;
- the date, time and context of the concern;
- a clear and factual account of what was seen, heard or reported;
- the child's own words wherever possible;
- the child's wishes and feelings where relevant;
- relevant observations, including the location and observable appearance of any injury;
- the name and role of the person making the record;
- when and to whom the concern was reported;
- advice received;
- decisions made;
- action taken;
- referrals made;
- information shared and with whom;
- the outcome;
- arrangements for follow-up and support; and
- any further relevant information.

Records should clearly distinguish between:

- fact – what is known or directly observed;
- observation – what the member of staff saw or heard;
- information provided by another person – clearly attributed to that person; and
- professional opinion or interpretation.

Staff should avoid speculation, diagnosis or assumptions.

Recording Injuries and Body Maps

Staff must not photograph a child's injury, mark or physical indicator for safeguarding-recording purposes.

Where an injury is visible, a Body Map Template should be used to record the location and observable appearance of the injury. Body Map Templates are available on CPOMS.

Staff must:

- record what they can see without attempting to diagnose the injury;

- describe the location, size, colour and appearance where relevant;
- record the child's explanation in their own words where appropriate; and
- report the concern to a DSL without delay.

Staff must not attempt to establish the age of an injury or speculate about how it occurred.

Photographs required for evidential, forensic or medical purposes should normally be taken by appropriately trained police, medical or other authorised professionals.

Confidentiality and Information Sharing

Staff must maintain appropriate confidentiality but must never promise to keep safeguarding information secret.

Children should be reassured that information will only be shared with those who need to know in order to help keep them safe.

Timely information sharing is essential to identifying need, assessing risk and protecting children.

Staff must not assume that another person or agency will share information that may be critical to keeping a child safe.

Information will be shared lawfully, promptly and proportionately where this is necessary to safeguard or promote a child's welfare.

Data protection legislation must not be used as a reason to prevent or delay appropriate safeguarding action.

Consent is not always required where another lawful basis for sharing information applies.

Where safe and appropriate, children and parents/carers will be informed about what information is being shared, with whom and why.

Information may be shared without the knowledge or consent of a child or parent/carer where seeking consent could:

- place the child or another person at greater risk;
- prejudice a safeguarding or criminal investigation;
- lead to evidence being destroyed or interfered with; or
- cause unjustified delay in taking protective action.

Significant decisions about sharing or withholding information and the reasons for those decisions should be recorded.

Further information is contained within the school's **Data Protection and Information Sharing Policy**.

Safeguarding Records and Confidentiality

Child protection and safeguarding records are confidential and securely stored.

Access is restricted according to role and safeguarding need.

Safeguarding information is managed separately from the main pupil record where required and in accordance with statutory requirements, data protection legislation and the school's record-management arrangements.

CPOMS is used to support the secure recording and management of safeguarding concerns.

The DSL team is responsible for ensuring that safeguarding records are maintained appropriately and that relevant information is available to those responsible for safeguarding the child.

Referral Feedback and Escalation

Where a referral has been made to Children's Social Care, the school will record the referral, the information provided and any subsequent response.

Children's Social Care should acknowledge a referral and determine the appropriate course of action within the relevant statutory timescale.

Where appropriate feedback is not received, the DSL or member of staff making the referral will follow this up.

Where the response does not adequately address the concern, or where the child's circumstances are not improving, the school will use Nottinghamshire Safeguarding Children Partnership's professional challenge and escalation procedures.

Staff must continue to report new or escalating information while awaiting a response.

A referral to another agency does **not** end the school's responsibility to safeguard and support the child.

The school will continue to monitor the child's welfare and contribute to any agreed multi-agency plan.

Transfer of Child Protection Records

When a child transfers to another school or educational setting, the DSL will ensure that relevant child protection and safeguarding records are transferred securely and separately from the main pupil record.

For an in-year transfer, records will be transferred within five working days. For a transfer taking place at the end of the academic year, records will be transferred within the first five

working days of the new term, in accordance with statutory requirements and the school's record-transfer procedures.

Where the receiving school uses CPOMS, relevant records will be transferred through the appropriate secure system.

Where the receiving school does not use CPOMS, the safeguarding record will be transferred using an appropriate secure method.

Where a paper copy is required, it will be sent using an appropriate secure and traceable method. Confirmation of receipt will be obtained and retained.

Relevant safeguarding and risk information will be shared in advance where necessary to enable the receiving school to assess risk and arrange appropriate support.

The school will retain an appropriate record of the transfer in accordance with its record-retention arrangements.

Support Following a Safeguarding Concern

The school recognises that disclosures, safeguarding concerns and child protection processes may be distressing for children, families and, in some circumstances, staff.

The school will consider appropriate support according to individual need, which may include:

- pastoral support;
- support from trusted adults;
- mental health and wellbeing support;
- Early Help or Family Help;
- specialist therapeutic or health services;
- reasonable adjustments;
- safety planning;
- support during transitions; and
- appropriate support for staff involved in safeguarding processes.

Support will be reviewed as circumstances change.

Pastoral or therapeutic support does not replace any required safeguarding referral, investigation, assessment or protective action.

Further Guidance

Staff should refer to:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- What to do if you're worried a child is being abused;

- Nottinghamshire Safeguarding Children Partnership procedures;
- the school's Child-on-Child Abuse Policy;
- Online Safety and Acceptable Use Policy;
- Low-Level Concerns Policy;
- Allegations Management Policy; and
- Data Protection and Information Sharing Policy.

Staff should speak to a member of the DSL team whenever they are unsure about how to respond to a safeguarding concern.

Section E – Early Support, Family Help and Child Protection

At Cotgrave Candleby Lane Primary School, we recognise that children and families should receive the right help at the right time. We aim to identify emerging needs at the earliest opportunity, provide appropriate support within school where this is possible and work with other services when a coordinated or statutory response is required.

We recognise that early identification and support can help prevent difficulties from escalating. However, early support must never delay a safeguarding referral where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Immediate safeguarding concerns must be reported in accordance with **Section D – Recognising, Reporting and Recording Safeguarding Concerns**.

Continuum of Help and Protection

The support available to children and families may include:

- support from school staff and the pastoral team;
- support from a trusted adult;
- attendance and punctuality support;
- SEND support and reasonable adjustments;
- mental health and emotional wellbeing support;
- support through the school's Healthy Bodies, Healthy Minds (HBHM) programme;
- universal services and community-based support;
- targeted support through Nottinghamshire Early Help and Family Help;
- support from health, voluntary and community organisations;
- support for a Child in Need under Section 17 of the Children Act 1989; and
- child protection action under Section 47 of the Children Act 1989.

The level of support may change as a child's needs increase, reduce or become better understood.

Staff must continue to report new or escalating concerns and must not assume that existing support or involvement from another agency means that further safeguarding action is unnecessary.

Pastoral and Community-Based Support

Where a child's needs can be safely met within school or through universal and community-based services, the school may provide or coordinate support including:

- pastoral support and regular contact with a trusted adult;
- support from the school's pastoral and wellbeing provision;
- attendance support;
- behaviour support;
- SEND support and reasonable adjustments;
- individual support plans where appropriate;
- emotional wellbeing and mental health support;
- support through HBHM and the wider curriculum;
- support during unstructured times such as break and lunchtime;
- targeted support from appropriate members of staff;
- support for children experiencing friendship, relationship or peer difficulties;
- support for families through appropriate community and voluntary services;
- signposting or referral to Nottinghamshire Family Hub Networks;
- support from health or other specialist services; and
- liaison with other professionals where a coordinated response is required.

The school maintains a visible pastoral and safeguarding presence throughout the school day. Members of the Senior Leadership Team and relevant pastoral staff are visible at key points of the school day, including arrival, dismissal and unstructured times.

Safeguarding and wellbeing are also considered through the school's curriculum, assemblies, pastoral provision and regular staff communication.

Where appropriate, safeguarding and wellbeing remain standing considerations within relevant staff and leadership meetings, enabling emerging concerns and patterns to be identified and addressed.

Support should have clear aims and should be reviewed to determine whether it is improving the child's circumstances.

Where needs are increasing, support is ineffective or new safeguarding concerns arise, the DSL will consider whether additional support, Family Help or referral to Children's Social Care is required.

Early Help and Family Help

Staff should be alert to children and families who may benefit from coordinated support.

This may include circumstances involving:

- persistent or concerning absence from education;
- SEND or health needs;
- emotional wellbeing or mental health;

- domestic abuse;
- family relationship difficulties;
- parental or family needs affecting the child's welfare;
- caring responsibilities;
- exploitation or contextual safeguarding risks;
- housing or financial difficulties;
- social isolation;
- difficulties with parenting or family functioning; or
- several needs which cannot be effectively addressed by one service.

The DSL will consider the child's needs alongside the family's circumstances and use Nottinghamshire's current safeguarding thresholds, Framework for Support and local Family Help arrangements when determining the appropriate response.

Where appropriate, the school may seek advice from relevant Nottinghamshire services and work with Family Hub and other partner agencies.

Family Help brings relevant services together through a coordinated assessment and plan. The school may be asked to:

- provide information;
- contribute to assessments;
- attend meetings;
- complete agreed actions;
- monitor the child's presentation, attendance and progress;
- contribute to reviews; and
- provide ongoing support to the child within school.

Where appropriate and agreed within local arrangements, a suitably skilled education professional may contribute to or undertake an agreed coordination or lead practitioner role.

A consistent relationship with the child and family should be maintained wherever possible as needs change.

Consent and Working with Families

The school aims to work openly and collaboratively with parents and carers wherever it is safe and appropriate to do so.

Early Help and targeted Family Help are generally voluntary and should be undertaken with the family's agreement.

Children and families should understand:

- what support is being offered and why;
- what information may be shared;
- which practitioners or services may be involved;

- what is expected of them;
- how progress will be monitored; and
- when the support will be reviewed.

Where consent is declined, the DSL will consider:

- why support has been declined;
- whether the child's needs can be safely met in another way;
- whether alternative support is available;
- whether the child's circumstances are deteriorating; and
- whether the level of concern requires referral to Children's Social Care.

Consent is not required before making a child protection referral where there is reasonable cause to suspect significant harm.

Consent must not be sought where doing so could increase risk to the child or another person, prejudice an investigation or cause an unjustified delay in protective action.

A family's refusal to engage with support does not, in itself, end the school's safeguarding responsibilities.

Family Help Assessments and Plans

Where Family Help is appropriate, the assessment and plan should be:

- child-centred;
- proportionate;
- informed by the child's wishes, feelings and lived experience;
- informed by the family's strengths as well as their needs;
- clear about identified risks and protective factors;
- clear about desired outcomes;
- clear about the support to be provided;
- clear about who is responsible for agreed actions;
- reviewed within agreed timescales; and
- updated when circumstances or risks change.

The school will contribute relevant information and professional observations to Family Help assessments and plans.

A Family Help assessment is not required before making a referral to Children's Social Care where the circumstances require statutory safeguarding intervention.

Family Networks and Family Group Decision-Making

Where safe and appropriate, the child's wider family network may be involved in identifying sources of support and developing plans.

This may include family group decision-making, family network meetings or a family group conference where arranged through the appropriate service.

The child's welfare and best interests remain central.

Family involvement must not:

- delay protective action;
- prevent appropriate information sharing;
- place the child or another person at greater risk; or
- result in confidential information being shared with someone who may pose a risk.

Children in Need

Under **Section 17 of the Children Act 1989**, a child may be considered a Child in Need where they are unlikely to achieve or maintain a reasonable standard of health or development without services, or where they are disabled.

Where Children's Social Care undertakes a Section 17 assessment or provides support, the school will:

- share relevant information;
- contribute to assessments;
- attend relevant meetings and reviews;
- contribute to plans;
- complete agreed actions;
- monitor the child's attendance, presentation, welfare and progress;
- provide appropriate support within school; and
- report new or escalating safeguarding concerns promptly.

The school will maintain appropriate communication with the child's social worker and other professionals involved in the plan.

Where agreed within local arrangements, an appropriately skilled practitioner who is not a social worker may undertake an appropriate lead practitioner role for support under Section 17.

Child Protection

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral must be made to Nottinghamshire Children's Social Care/MASH without delay.

The school will cooperate fully with child protection enquiries and processes by:

- providing relevant information promptly;
- attending strategy discussions;
- contributing to child protection conferences;

- providing relevant information for reports;
- attending core groups and child protection reviews;
- contributing professional observations and views;
- completing agreed actions within required timescales;
- supporting the child within school;
- monitoring the child's welfare, attendance and presentation; and
- reporting any new or escalating concerns.

Section 47 enquiries and child protection plans are led by the appropriate statutory safeguarding professionals. The school's responsibility is to contribute fully and continue to safeguard and support the child.

The school's involvement does not end when a referral is made or when another agency becomes involved.

Operation Encompass

Cotgrave Candleby Lane Primary School participates in Operation Encompass arrangements.

Where the school receives an Operation Encompass notification indicating that police have identified a child as potentially affected by a domestic abuse incident, the information will be:

- received and recorded securely;
- stored appropriately on CPOMS;
- shared only with staff who need the information to safeguard or support the child;
- considered alongside other information already known about the child and family;
- used to consider whether additional pastoral or safeguarding support is required; and
- followed up in accordance with the school's safeguarding procedures where further concerns are identified.

An Operation Encompass notification does not replace a referral to Children's Social Care.

Where the information indicates that a child may be at risk of harm, the school's normal safeguarding and referral procedures will be followed.

Further arrangements for children affected by domestic abuse are set out in **Section F – Children Affected by Domestic Abuse**.

Multi-Agency Plans and Review

Cotgrave Candleby Lane Primary School will contribute fully to Early Help, Family Help, Child in Need and child protection plans.

Staff attending multi-agency meetings should be appropriately briefed and able to provide relevant information and professional observations.

The school will:

- provide clear, accurate and relevant information;
- consider the child's wishes, feelings and lived experience;
- identify changes in presentation, attendance, behaviour and welfare;
- complete agreed actions within required timescales;
- maintain appropriate safeguarding records;
- monitor whether agreed support is improving the child's circumstances;
- communicate relevant changes to other professionals;
- identify and report new or escalating concerns; and
- challenge and escalate concerns where risk increases or progress is insufficient.

The DSL will ensure that relevant information from multi-agency plans is appropriately communicated to staff who need it to safeguard and support the child, while maintaining confidentiality.

Referral to another service does not end the school's responsibility to safeguard, support and monitor the child.

Where concerns remain or progress is insufficient, the school will follow the professional challenge and escalation procedures set out by the Nottinghamshire Safeguarding Children Partnership.

Reviewing the Effectiveness of Support

The school will consider whether support is having the intended impact on the child and family.

Where support is not resulting in improvement, the DSL and relevant professionals will consider:

- whether the level of need has changed;
- whether the current support remains appropriate;
- whether additional services are required;
- whether a different approach is needed;
- whether further assessment is required; and
- whether a referral to Children's Social Care is necessary.

The school will remain professionally curious and will not close or reduce its safeguarding response simply because a service has become involved.

The child's lived experience, wishes, feelings, safety and welfare remain central to all decisions.

Further Guidance

This section should be read alongside:

- Section D – Recognising, Reporting and Recording Safeguarding Concerns;
- Section F – Children Affected by Domestic Abuse;

- Section G – Children with Additional Vulnerabilities;
- Section H – Child-on-Child Abuse and Harmful Sexual Behaviour, where applicable;
- Attendance and Children Missing Education Procedures;
- SEND Policy;
- Mental Health and Wellbeing Policy;
- Early Help and Pastoral Support Procedures; and
- relevant Nottinghamshire Safeguarding Children Partnership procedures and threshold guidance.

Section F – Children Who May Be at Greater Risk of Harm

At Cotgrave Candleby Lane Primary School, we recognise that any child may experience abuse, neglect, exploitation or other harm. Some children may experience additional vulnerabilities, risks or barriers which may make it more difficult for them to recognise harm, communicate a concern, seek help or access appropriate support.

We consider each child's individual circumstances, needs, wishes, feelings and lived experience. Membership of a particular group does not mean that a child is experiencing harm, and staff must avoid assumptions or stereotypes.

Staff will maintain an attitude of professional curiosity and consider whether a child's presentation, behaviour, attendance, relationships, health, communication or circumstances may indicate an unmet safeguarding need.

The DSL and safeguarding team will work with the SENCO, pastoral team, attendance lead, mental health and wellbeing staff, Designated Teacher and relevant external agencies to identify and respond to additional safeguarding needs.

Children with Special Educational Needs, Disabilities or Health Conditions

Children with SEND or health conditions may experience additional safeguarding barriers. These may include:

- communication difficulties or limited opportunities to report concerns;
- difficulty recognising that behaviour towards them is abusive;
- increased dependence on adults for personal care, communication or mobility;
- intimate or personal care needs;
- social isolation or increased vulnerability to bullying;
- increased exposure to online risks;
- difficulties understanding or communicating about relationships and boundaries;
- behaviour or presentation being incorrectly attributed to a child's SEND;
- difficulty recognising or reporting exploitation; and
- a disproportionate impact from harm which may not be immediately apparent.

Staff must remain professionally curious and must not allow a child's diagnosis, disability, communication style or behaviour to distract from possible safeguarding concerns.

Where appropriate, communication and reporting arrangements will be adapted to the child's individual needs.

The DSL will work with the SENCO, parents/carers, health professionals and other agencies where appropriate to ensure that safeguarding arrangements are accessible and effective.

The school's Positive Behaviour Policy and SEND arrangements provide for appropriate individual adaptations and support. Depending on need, this may include:

- SEND Support Plans;
- individual behaviour or support plans;
- de-escalation plans;
- communication strategies;
- reasonable adjustments;
- individual risk assessments;
- increased supervision;
- adapted reporting arrangements; and
- appropriate plans for managing behaviour or risk where restrictive or physical intervention may be required as a last resort and in accordance with school policy and legal requirements.

Concerns involving a child's medical care, access to essential medication, failure to follow an agreed healthcare plan or inappropriate care should be reported to the DSL where they may indicate neglect or another safeguarding concern.

Relevant arrangements are set out in the **SEND Policy, Medical Needs Policy, Positive Behaviour Policy and Intimate Care Policy**.

Children with a Social Worker

Children may have a social worker because of safeguarding or welfare needs. Their experiences may affect their:

- attendance;
- behaviour;
- emotional wellbeing;
- relationships;
- learning;
- presentation; or
- engagement with school.

The DSL will consider relevant information about the child's circumstances when assessing safeguarding and support needs.

The school will contribute to assessments, plans and reviews and report new or escalating concerns promptly.

Staff must not assume that Children's Social Care involvement means that another professional will identify or respond to a new concern.

Looked-After and Previously Looked-After Children

Looked-after and previously looked-after children, also referred to locally as Children We Care For, may have experienced abuse, neglect, loss, disruption or trauma.

The DSL and Designated Teacher will work with social workers, carers, parents/carers, the Virtual School and other professionals to ensure that educational, pastoral and safeguarding needs are considered together.

The Designated Teacher will ensure that relevant staff understand the child's needs and that appropriate information is shared when necessary to support safeguarding, education and transitions.

For looked-after children, the DSL and Designated Teacher will maintain appropriate information about the child's social worker and relevant Virtual School arrangements.

The responsibilities of the Designated Teacher are set out in **Section C – Safeguarding Leadership, Governance and Responsibilities**.

Children in Kinship Care and Private Fostering Arrangements

Children living in kinship care may require additional support because of changes in family relationships, care arrangements or previous experiences.

The school will respond to individual needs and, where appropriate, signpost families to relevant support services.

A private fostering arrangement occurs when a child under 16, or under 18 if disabled, is cared for by someone who is not their parent or a close relative for 28 days or more.

Staff must report any known or suspected private fostering arrangement to the DSL.

The school will follow Nottinghamshire's private fostering procedures and notify the local authority where required. Staff must not assume that someone else has already made the necessary notification.

Young Carers

A young carer is a child who provides, or intends to provide, care for another person.

Caring responsibilities may affect a child's:

- emotional wellbeing;
- attendance;
- friendships;

- behaviour;
- learning; or
- ability to participate fully in school life.

Staff should report concerns about possible caring responsibilities to the DSL.

The school will consider appropriate pastoral support, assessment, reasonable adjustments and referral or signposting to relevant services.

Children Absent from Education

Attendance is an important safeguarding indicator.

Repeated, prolonged or unexplained absence may indicate:

- abuse or neglect;
- exploitation;
- difficulties within the home;
- domestic abuse;
- mental health difficulties;
- SEND-related barriers;
- bullying or child-on-child abuse;
- family difficulties; or
- other unmet safeguarding needs.

The school will:

- monitor attendance and patterns of absence;
- respond promptly to unexplained or concerning absence;
- make appropriate enquiries regarding the child's whereabouts and welfare;
- consider attendance alongside other safeguarding information;
- maintain communication with parents/carers;
- work with relevant professionals and agencies;
- consider whether additional support or Family Help is required; and
- refer or escalate concerns where the child cannot be located, risk is increasing or circumstances are not improving.

Attendance concerns must not be treated solely as an administrative matter where there may be a safeguarding risk.

Staff must follow the school's Attendance and Children Missing Education Procedures.

Children Receiving Alternative Provision

Where a child attends alternative provision, Cotgrave Candleby Lane Primary School retains responsibility for ensuring that appropriate safeguarding arrangements are in place.

Before and during an alternative provision placement, the school will:

- establish the identity and suitability of the provider;
- obtain appropriate written safeguarding assurances;
- complete the Flying High Partnership Alternative Provision Due Diligence Checklist;
- complete the relevant Alternative Provision Transition Plan;
- establish that appropriate safeguarding checks have been undertaken;
- share relevant safeguarding and risk information;
- establish clear arrangements for attendance and communication;
- monitor the child's attendance, welfare and progress;
- monitor the suitability of the placement;
- maintain appropriate contact with the provider; and
- review the placement regularly.

The school will agree alternative provision arrangements with the Flying High Partnership, parents/carers and relevant external agencies as appropriate.

Members of the school's senior leadership and safeguarding team will undertake appropriate monitoring visits to ensure that the provision remains suitable and that safeguarding arrangements are effective.

Any change to the provider, location, staffing, circumstances or the child's presentation which may increase risk will be considered promptly.

Further arrangements are set out in the school's Alternative Provision Procedures and the Flying High Partnership's relevant guidance.

Children Affected by Domestic Abuse

A child may be a victim of domestic abuse where they see, hear or experience its effects, including where they were not physically present during an incident or do not normally live with the adults involved.

The school will consider information from Operation Encompass alongside other information known about the child and family.

Where appropriate, we will provide pastoral and safeguarding support and consider whether further action or referral is required.

Operation Encompass arrangements are set out in **Section E – Early Support, Family Help and Child Protection**.

Mental Health, Self-Harm and Suicide Risk

Mental health difficulties may be associated with safeguarding concerns, although poor mental health does not in itself indicate abuse or neglect.

Staff must report concerns about:

- self-harm;

- suicidal thoughts or intentions;
- significant deterioration in emotional wellbeing;
- eating difficulties where there are safeguarding concerns;
- behaviour presenting a serious risk to the child or others; or
- any other concern about a child's immediate safety.

The school's response will consider the child's immediate safety, medical needs and wishes, alongside the wider safeguarding context.

Where safe and appropriate, parents/carers will be involved and appropriate health or specialist services will be contacted.

Where there is an immediate risk to life or serious injury, emergency medical assistance must be sought and **999** contacted.

Where concerns may indicate abuse, neglect, exploitation or significant harm, the school's safeguarding referral procedures in **Section D** must also be followed.

The school's Inclusion and Pastoral Team alongside the **HBHM programme** support our wider preventative and early-support approach.

Children at Risk of Exploitation, Modern Slavery or Serious Violence

Children may experience criminal exploitation, sexual exploitation, county lines activity, trafficking, modern slavery, financial exploitation, radicalisation or serious violence.

Staff should understand that apparent offending, rule-breaking or harmful behaviour may sometimes be an indicator that a child is being groomed, coerced, controlled or exploited.

Possible indicators include:

- unexplained money, gifts or possessions;
- unexplained travel or changes in routine;
- repeated absence from school;
- being found away from home or school without an appropriate explanation;
- association with significantly older individuals;
- controlling or concerning peer relationships;
- threats, intimidation, debt or fear;
- unexplained injuries;
- significant changes in behaviour or presentation;
- increased secrecy;
- concerning online activity or contact;
- possession or carrying of weapons; or
- involvement in or exposure to serious violence.

These indicators are not exhaustive and should be considered in context.

Concerns must be reported promptly to the DSL.

The school will consider risks within the child's family, peer group, community, school environment and online environment, recognising that safeguarding risks can occur outside the school premises.

Relevant arrangements are also addressed through the school's **Prevent, Child-on-Child Abuse, Online Safety and Behaviour arrangements**.

Children Experiencing Child-on-Child Abuse

All children have the right to feel safe from harmful behaviour by other children.

Staff must recognise that child-on-child abuse can include:

- bullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- sharing or requesting sexual images;
- online abuse;
- coercive or controlling behaviour within peer or intimate relationships;
- initiation or hazing-type behaviour;
- upskirting; and
- discriminatory or prejudicial behaviour.

Children who experience child-on-child abuse may be particularly vulnerable because of SEND, communication difficulties, social isolation, previous trauma or other circumstances.

The school has a **zero-tolerance approach** to child-on-child abuse. It will never be dismissed as "banter", "just having a laugh" or an inevitable part of growing up.

All concerns must be reported in accordance with **Section D** and the school's **Child-on-Child Abuse Policy**.

Children at Risk of Radicalisation or Extremism

Children may be vulnerable to radicalisation through online activity, social media, peer groups, family or community influences.

Staff must report concerns about radicalisation or extremist influence to the DSL in accordance with the school's **Prevent arrangements**.

The school will:

- consider the child's individual circumstances and vulnerabilities;
- respond to concerning changes in behaviour, language or relationships;
- consider online and offline influences;
- provide appropriate preventative education;

- work with parents/carers where appropriate;
- seek advice and support from relevant safeguarding partners; and
- make a Prevent referral where appropriate.

Prevent concerns must be treated as safeguarding concerns and must not be dismissed because the child is young or because concerning behaviour appears to be exploratory.

Children with Protected Characteristics

Cotgrave Candleby Lane is committed to safeguarding practice that is inclusive, anti-discriminatory and respectful of individual differences.

Staff must remain alert to prejudice, stereotyping, discrimination and adultification.

No child's age, race, culture, disability, sex, religion or belief, sexual orientation or other protected characteristic should lead adults to make assumptions about their resilience, behaviour or need for protection.

Children may experience additional vulnerability to bullying, harassment or abuse because of prejudice or discrimination.

The school will:

- challenge discriminatory behaviour;
- respond to bullying and harassment;
- provide accessible ways for children to report concerns;
- listen to children's experiences;
- consider individual circumstances; and
- provide appropriate support.

Cultural, religious or family considerations must never prevent professional curiosity or delay safeguarding action.

Children Questioning Their Gender

Children who are questioning their gender may experience bullying, discrimination, distress, social isolation or other safeguarding concerns.

Staff will respond sensitively and consider the child's individual circumstances, needs, wishes and feelings.

Any request for support relating to social transition will be considered in accordance with **KCSIE, applicable legislation and the school's Procedures for Responding to Requests Relating to Social Transition**.

Where safeguarding considerations arise, the DSL will be involved.

The school will consider:

- the child's individual circumstances and needs;
- their age and developmental stage;
- their wishes and feelings;
- any safeguarding risks;
- the views and involvement of parents/carers, unless there is a safeguarding reason not to do so;
- relevant professional advice; and
- the impact on the child's wellbeing and education.

Any decisions will be appropriately recorded and reviewed where circumstances change.

The school will challenge bullying, harassment and discrimination and provide appropriate support to children who may reconsider or change a previous request.

Individual Support and Review

Children who may be at greater risk of harm will receive support based on their individual circumstances and identified needs.

Support may include:

- a trusted adult;
- accessible reporting arrangements;
- adapted communication;
- pastoral support;
- reasonable adjustments;
- SEND Support Plans;
- individual risk assessments;
- de-escalation or behaviour support plans;
- individual safety planning;
- additional supervision;
- attendance support;
- support through HBHM;
- Early Help or Family Help;
- specialist agency involvement; or
- referral to Children's Social Care where required.

Where appropriate, safeguarding information will be shared with relevant staff on a need-to-know basis so that they can appropriately safeguard and support the child.

Support will be reviewed when:

- the child's circumstances change;
- new concerns arise;
- existing support is not effective;
- risks increase or reduce;
- a child moves between settings; or
- new information is received from parents, carers or other professionals.

Staff must continue to report new concerns even where a child already receives support or is known to other agencies.

The school will not assume that an existing diagnosis, social worker, support plan, agency involvement or other intervention means that a child is no longer at risk.

The child's safety, welfare, wishes, feelings and lived experience remain central to decisions about safeguarding and support.

Relevant Policies and Procedures

This section should be read alongside:

- SEND Policy
- Positive Behaviour Policy
- Medical Needs Policy
- Intimate Care Policy
- Attendance and Children Missing Education Procedures
- Child-on-Child Abuse Policy
- Online Safety and Acceptable Use Policy
- Prevent Action Plan and Risk Assessment
- Alternative Provision Procedures
- Early Help and Pastoral Support Procedures
- Equality Policy
- Accessibility Plan
- Procedures for Responding to Requests Relating to Social Transition
- Section D – Recognising, Reporting and Recording Concerns
- Section E – Early Support, Family Help and Child Protection

Section G – Contextual Safeguarding and Extra-Familial Harm

At Cotgrave Candleby Lane Primary School, we recognise that children may experience harm beyond their family home, including within peer groups, education settings, neighbourhoods, public places, transport routes and online.

We understand that safeguarding risks can arise from the relationships, environments and situations surrounding a child and that these risks can change over time. We will consider the child's lived experience, listen to their views and work with children, parents/carers and safeguarding partners to identify and reduce risks.

Contextual safeguarding forms part of our whole-school safeguarding approach. We recognise that risks may affect an individual child, groups of children or the wider school community and that different forms of harm may overlap.

Contextual and Extra-Familial Harm

Extra-familial harm may include:

- child criminal exploitation
- child sexual exploitation
- county lines
- financial exploitation
- serious violence and weapon-related harm
- trafficking and modern slavery
- radicalisation
- abuse within intimate relationships between children
- child-on-child abuse and harmful sexual behaviour
- bullying, harassment and prejudice-based abuse
- grooming, coercion and controlling relationships
- abuse or exploitation facilitated through social media, gaming, generative AI or other technology
- online abuse, cyberbullying and exposure to harmful or inappropriate content
- risks associated with particular locations, journeys, peer groups or community settings.

Different forms of harm may overlap. A child may experience harm in several contexts or may be both harmed by others and involved in behaviour that harms other children.

Staff must respond to children as children first. Apparent offending, aggression, absence, challenging behaviour or other concerning behaviour may indicate that a child is being groomed, coerced, controlled or exploited.

Specific safeguarding considerations relating to children at risk of exploitation and serious violence are set out in **Section F – Children Who May Be at Greater Risk of Harm**. Child-on-child abuse and harmful sexual behaviour are addressed in the school's **Child-on-Child Abuse Policy** and relevant sections of this policy.

Recognising Contextual Concerns

Staff should be alert to changes or patterns which may indicate extra-familial harm, including:

- repeated or prolonged absence from education or home
- spending time in locations or with people not previously known
- changes in friendships, relationships or peer groups
- unexplained money, clothing, gifts, travel or mobile devices
- unexplained injuries, fear, secrecy or emotional distress
- threats, intimidation, coercion or debt
- carrying or associating with weapons
- concerning use of social media, gaming platforms or multiple accounts
- being collected by unknown adults or travelling unexpectedly
- declining attendance, engagement or educational progress
- changes in behaviour or presentation which cannot readily be explained
- concerns affecting several children or linked to the same location, group or individual.

These indicators do not confirm that harm has occurred. Staff must report concerns to the DSL so that they can be considered alongside other information known about the child, their peers and the wider context.

Concerns must be reported and recorded in accordance with **Section D – Recognising, Reporting and Recording Concerns**.

Identifying Patterns and Contextual Risk

The DSL and safeguarding team will consider safeguarding information and patterns to identify:

- locations where children may feel or be unsafe
- peer groups or relationships associated with increased risk
- recurring concerns involving particular times, journeys or activities
- online platforms, games or technologies associated with harm
- groups of children who may require additional support
- recurring bullying, harassment or child-on-child concerns
- emerging community risks, including exploitation, serious violence or radicalisation
- gaps in school policies, curriculum, supervision, staffing or the physical environment.

Information from CPOMS, attendance, behaviour, pastoral records, pupil voice, staff observations, parent/carer concerns and information from external agencies may contribute to this understanding.

Where appropriate, the DSL will consider whether apparently separate concerns are connected and whether there is a wider risk affecting more than one child.

Contextual risk / concern	How Cotgrave Candleby Lane responds
Mental health and emotional wellbeing	We use early identification and pastoral pathways to identify children experiencing anxiety, emotional distress, self-harm, eating difficulties or other mental health concerns. Children can access trusted adults and appropriate pastoral support. Staff receive safeguarding and wellbeing updates and concerns are escalated or referred to appropriate specialist services where required.
Online safety and digital harm	Online safety is embedded within the curriculum and wider safeguarding provision. Filtering and monitoring arrangements are maintained, staff receive relevant training and children have accessible ways to report concerns. We work with parents/carers and relevant agencies where online activity presents a safeguarding risk.
Digital exploitation and generative AI	Staff remain alert to grooming, manipulation, exploitation, harmful content, image sharing, sexual harassment and other

	risks facilitated through digital platforms, gaming, messaging and generative AI. Concerns are reported through safeguarding procedures and considered alongside the child's wider circumstances.
child-on-child abuse and harmful sexual behaviour	We have a zero-tolerance approach to child-on-child abuse. Concerns are taken seriously and are not dismissed as "banter", "just having a laugh" or a normal part of growing up. We use appropriate supervision, pupil voice, education, risk assessment, pastoral support and safeguarding procedures to respond to concerns.
Bullying, harassment and prejudice-based abuse	Staff monitor relationships and peer interactions and respond to bullying, harassment and discriminatory behaviour in accordance with the Behaviour and Anti-Bullying Policies. Repeated or concerning incidents are considered as potential safeguarding concerns rather than solely behavioural matters.
Exploitation, grooming and serious violence	Staff are alert to signs of criminal or sexual exploitation, grooming, coercion, county lines, serious violence and weapon-related risks. Concerns are shared with the DSL and, where appropriate, relevant safeguarding partners.
Community and location-based risks	The DSL will consider whether concerns relate to particular locations, journeys, activities, peer groups or individuals and will review supervision, risk assessments and multi-agency arrangements where necessary.
Arrival, departure and unstructured times	Appropriate staff supervision is provided at the beginning and end of the school day and during less structured periods. Concerns arising during playtimes, lunchtimes, breakfast/after-school provision or arrival/departure are considered alongside wider safeguarding information.
Educational visits and activities outside school	Safeguarding and risk assessments are incorporated into educational visits, residentials and activities outside school. Staff consider individual children's needs, contextual risks, supervision, transport and emergency arrangements.
Attendance and children missing from education	Attendance is monitored for safeguarding as well as educational purposes. Patterns of absence, unexplained absence or changes in attendance are considered alongside other information about the child and family. Concerns are escalated in accordance with the school's attendance and safeguarding procedures.

This table will be reviewed as part of the school's ongoing safeguarding monitoring and may be amended when local, national or school-specific risks change.

Responding to Extra-Familial Harm

Where extra-familial harm is suspected, we will:

- consider the child's immediate safety and the risk to other children
- listen to the child and consider their wishes, feelings and lived experience

- record and report the concern through the school's safeguarding procedures
- consider the locations, relationships, peer groups and online environments connected to the concern
- share information and make referrals where required
- work with parents or carers where it is safe and appropriate
- contribute to multi-agency assessments, plans and disruption activity
- provide appropriate safeguarding and pastoral support
- review whether changes are required to supervision, transport, timetabling, site arrangements or the curriculum.

We will avoid responses which place responsibility on the child for harm caused through grooming, coercion, exploitation or abuse.

Behavioural or disciplinary action will be considered alongside the child's safeguarding needs and must not replace an appropriate safeguarding response.

Reporting and referral procedures are set out in **Section D**, and support pathways are set out in **Section E – Early Support, Family Help and Child Protection**.

Professional Curiosity and Inclusive Practice

Staff must remain professionally curious and consider whether a child's behaviour or circumstances indicate harm that has not been disclosed.

Staff must be alert to:

- bias and stereotyping
- adultification
- assumptions about a child's resilience or maturity
- assumptions that behaviour is simply "challenging"
- assumptions that SEND or a medical condition explains a change in presentation
- barriers to communication or reporting.

Cultural awareness should support respectful and inclusive practice but must not discourage professional challenge or delay safeguarding action.

Children with SEND, communication needs or other additional vulnerabilities may require adapted reporting arrangements and support. Staff should consider whether a child's individual needs increase their vulnerability or create barriers to recognising or reporting harm.

Pupil Voice and Understanding Contextual Risk

Pupil voice is an important part of understanding contextual safeguarding risks.

At Cotgrave Candleby Lane, children have a range of opportunities to share their views, experiences and concerns, including:

- Pupil Parliament
- School Council
- Pupil Leadership Team
- Worry Monsters
- Trusted adults
- Pastoral team
- Safeguarding and wellbeing activities
- Themed assemblies
- Curriculum opportunities
- Pupil questionnaires and feedback
- Opportunities to contribute to school improvement.

The school will consider pupil feedback when reviewing whether children feel safe and whether particular locations, activities, relationships or situations require further attention.

This includes considering whether children feel safe:

- on the school site
- during playtimes and lunchtimes
- when arriving at or leaving school
- during educational visits and residential activities
- during before- and after-school provision
- within peer relationships
- online.

Pupil voice will be used, where appropriate, to inform safeguarding practice, curriculum planning, supervision, pastoral support and wider school improvement.

Working with Children, Families and Safeguarding Partners

We will use accessible opportunities for pupil voice to understand where and when children feel safe or unsafe.

Parents and carers will be involved where safe and appropriate, but their involvement must not delay protective action or place a child or another person at greater risk.

We will work with Nottinghamshire safeguarding partners and other relevant organisations to:

- share information
- assess contextual risks
- coordinate support
- develop safety plans
- contribute to multi-agency meetings and assessments
- disrupt opportunities for abuse or exploitation
- identify emerging local risks.

This may include working with children's social care, police, health services, Early Help/Family Help, specialist services and other relevant safeguarding partners.

Where concerns remain or a response is insufficient, the school will use Nottinghamshire's professional challenge and escalation procedures in accordance with **Section D**.

Review of Contextual Safeguarding Arrangements

The DSL and senior leaders will review contextual safeguarding information regularly and following significant incidents.

The review will consider whether:

- identified risks have changed
- safeguarding responses are improving children's safety
- children know how and where to seek help
- staff training reflects current risks
- the curriculum addresses relevant local and online concerns
- supervision and environmental arrangements remain appropriate
- particular locations, activities or peer groups require additional consideration
- patterns are emerging across CPOMS, attendance, behaviour or pastoral information
- further action or multi-agency support is required.

Relevant findings will inform:

- the Child Protection Policy
- safeguarding training and briefings
- curriculum planning
- pastoral support
- supervision arrangements
- risk assessments
- behaviour and anti-bullying approaches
- online safety arrangements
- wider school procedures.

Identified curriculum needs will inform **Section J – Safeguarding and Preventative Education**.

Section H – Child-on-Child Abuse and Harmful Sexual Behaviour

At Candleby Lane Primary School, we recognise that children can abuse other children and that this can happen within school, outside school and online. We maintain an attitude of **"it could happen here"** and take all concerns about child-on-child abuse seriously.

Child-on-child abuse will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". All concerns will be considered as safeguarding concerns and responded to appropriately.

Our response will:

- prioritise the safety and best interests of all children involved;
- listen to and consider children's wishes, feelings and lived experiences;
- consider age, developmental stage, SEND, communication needs and other vulnerabilities;
- consider power imbalances, coercion, control, discrimination and peer-group dynamics;
- provide appropriate support to children who have experienced harm and to children who have caused or are alleged to have caused harm;
- consider the wider contextual factors in accordance with **Section G: Contextual Safeguarding and Extra-Familial Harm**;
- involve parents/carers and external agencies where appropriate; and
- ensure safeguarding action is not replaced by, or treated solely as, a behaviour or disciplinary response.

Forms of Child-on-Child Abuse

Child-on-child abuse may include:

- bullying and cyberbullying;
- physical, emotional or psychological abuse;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- prejudice-based, discriminatory or identity-based abuse;
- controlling or coercive behaviour;
- abuse within children's relationships;
- initiation or hazing-type behaviour;
- intimidation, threats, exploitation or serious violence;
- online abuse, harassment or manipulation;
- harmful use of social media, gaming, generative AI or other technology;
- sharing or creating harmful images or content;
- sexual harassment;
- harmful sexual behaviour; and
- sexual violence.

Child-on-child abuse can affect children of any age and may occur face-to-face, online or through a combination of both.

Children who display harmful or abusive behaviour may themselves have safeguarding needs. We will therefore consider the needs and circumstances of all children involved, without minimising the harm caused or losing sight of the safety and welfare of the child who has experienced the behaviour.

Sexual Abuse
Sexual Abuse involves involves forcing, causing or inciting a child 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 and non-penetrative acts. Sexual

abuse may also include non-contact activities can take place online as well as offline, and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and the setting's policy and procedures for dealing with it. The setting refers readers of this policy to refer to Keeping Children Safe in Education 2026 for the full definition.

Harmful Sexual Behaviour

We recognise that sexual behaviour in childhood exists on a continuum and must be considered in the context of the individual children involved.

When concerns arise, the DSL will consider factors including:

- the children's age and developmental stage;
- the nature, frequency and seriousness of the behaviour;
- whether there is coercion, intimidation or a power imbalance;
- whether the behaviour is repeated or escalating;
- the impact on the child who has experienced the behaviour;
- SEND, communication needs, trauma or other vulnerabilities;
- the online and offline context; and
- whether other children may be at risk.

Staff must not attempt to investigate or make specialist assessments themselves. Concerns must be reported to the DSL without delay so that appropriate safeguarding action, advice and specialist assessment can be considered.

Sexual Harassment, Sexual Violence and Nudes/Semi-Nudes

The school recognises that sexual harassment and sexual violence can occur between children both offline and online.

This may include sexual comments or jokes, unwanted sexualised behaviour, sexualised images or drawings, unwanted physical contact, online sexual harassment, upskirting, coercion to share images, or the creation or sharing of nudes or semi-nudes.

Where concerns involve nudes, semi-nudes, AI-generated or digitally altered sexual images, staff must:

- not intentionally view the image;
- not ask a child to show or send the image;
- not copy, print, save or forward the image;
- report the concern to the DSL immediately; and
- follow the school's procedures for responding to harmful digital material.

The school will follow **KCSIE 2026** and relevant local safeguarding procedures when responding to sexual violence, sexual harassment and harmful sexual behaviour.

Reporting Child-on-Child Abuse

All concerns about child-on-child abuse or harmful sexual behaviour must be reported to the DSL or Deputy DSL without delay and recorded in accordance with **Section D: Recognising, Reporting and Recording Concerns**.

Staff must not investigate concerns themselves or attempt to determine whether behaviour meets a particular threshold before reporting it.

Where the DSL considers that a child may be suffering, or is likely to suffer, significant harm, the school will make an appropriate referral to children's social care and/or the police in accordance with Section D.

The absence of the DSL must not delay protective action. Staff should follow the safeguarding cover arrangements in **Section C** and may make a direct referral where necessary.

Initial Safeguarding Response

When a concern is reported, the DSL will consider:

- the immediate safety and welfare of all children involved;
- the wishes, feelings and lived experience of the children;
- whether any child requires immediate medical or other protection;
- whether other children may be at risk;
- whether there are contextual or extra-familial factors;
- whether parents/carers should be informed;
- whether advice or assessment from an external agency is required;
- whether Early Help, Family Help or specialist support is appropriate;
- whether children's social care or the police should be contacted; and
- what immediate measures are required to reduce risk.

The school will not conduct a criminal investigation. Where the police or children's social care become involved, the school will work with them to ensure its safeguarding and behaviour procedures do not prejudice external enquiries.

Risk Assessment and Safety Planning

Where appropriate, the DSL will coordinate a proportionate risk and needs assessment.

This may consider:

- the safety and support needs of the child who has experienced harm;
- the needs and circumstances of the child who has caused or is alleged to have caused harm;
- the safety of other children;
- shared classrooms, activities, playgrounds, clubs, trips and transport;
- online contact and social media;
- the likelihood of repetition, retaliation or further bullying;
- wider peer-group or contextual risks; and

- actions required to reduce risk.

Risk assessments and safety plans will be reviewed when circumstances change, new information emerges or existing measures are not reducing risk.

For concerns involving sexual violence or other serious safeguarding concerns, the school's assessment will not replace professional assessment by children's social care, police or specialist services.

Support for Children

Children who experience or report abuse will be:

- listened to and taken seriously;
- offered an identified trusted adult where appropriate;
- provided with appropriate pastoral and safeguarding support;
- supported with attendance, learning and wellbeing where required;
- offered reasonable adjustments where appropriate;
- supported with safety planning and regular check-ins; and
- referred to specialist services where necessary.

We will avoid placing responsibility on the child who has experienced harm for disruption caused by safeguarding arrangements.

Children who have caused or are alleged to have caused harm will also receive an appropriate safeguarding response. This may include assessment of their needs, pastoral or specialist support, education about healthy relationships and appropriate behaviour, family support and proportionate action under the school's Behaviour Policy.

Safeguarding and disciplinary responses may operate alongside one another but will be coordinated and proportionate.

Children who have witnessed or been otherwise affected by an incident will also be considered for appropriate support.

Parents and Carers

Parents and carers will normally be informed and involved where this is safe and appropriate.

The DSL will consider the circumstances of each child individually. Parents/carers may not be informed immediately where doing so could:

- increase risk to a child;
- prejudice an investigation;
- result in evidence being lost; or

- otherwise be contrary to the child's best interests.

Where children's social care or the police are involved, the school will follow their advice regarding communication with families.

Recording and Information Sharing

All concerns, decisions, referrals, risk assessments, actions and outcomes will be recorded in accordance with **Section D**.

Records will be maintained securely on CPOMS, subject to appropriate access permissions. Staff without direct CPOMS access will complete the school's safeguarding concern form and pass it immediately to a DSL/Deputy DSL for recording.

Information will only be shared with those who need it to safeguard or support the children involved. Staff must not discuss individual cases with colleagues who do not need the information or share information through social media.

Prevention and Education

The school seeks to prevent child-on-child abuse through:

- a positive and inclusive school culture;
- clear behaviour expectations;
- effective supervision and safeguarding arrangements;
- accessible reporting systems;
- pastoral support;
- staff training and safeguarding updates;
- age-appropriate Relationships, Sex and Health Education;
- Healthy Bodies, Healthy Minds (HBHM);
- teaching about healthy relationships, respect, boundaries, consent and appropriate behaviour;
- online safety education;
- teaching children how to recognise unsafe behaviour and seek help; and
- working with parents/carers and external agencies where appropriate.

Safeguarding education is adapted to children's **age,** developmental stage and individual needs, including SEND and communication needs.

Further detail is contained within the school's separate Child-on-Child Abuse Policy, which staff must read alongside this Child Protection and Safeguarding Policy.

Review and Learning

The DSL and senior leaders will review significant incidents and emerging patterns to identify whether changes are required to:

- safeguarding procedures;

- behaviour expectations;
- supervision;
- curriculum and safeguarding education;
- online safety arrangements;
- pastoral support;
- staff training; or
- wider contextual safeguarding arrangements.

The governing body will receive appropriate safeguarding assurance while maintaining the confidentiality of individual children.

Related documents:

- Child-on-Child Abuse Policy
- Behaviour Policy
- Online Safety Policy
- Relationships, Sex and Health Education Policy
- Anti-Bullying Policy
- Section D – Recognising, Reporting and Recording Concerns
- Section G – Contextual Safeguarding and Extra-Familial Harm
- Section J – Safeguarding and Preventative Education

Section I – Online Safety

At Candleby Lane Primary School, online safety is an integral part of our whole-school safeguarding approach. We recognise that technology provides valuable opportunities for learning, communication and creativity but can also expose children to abuse, exploitation, harmful content, inappropriate contact and other risks.

Online safeguarding concerns may occur within or outside school, on school-owned or personal devices, and through websites, social media, gaming, messaging platforms and emerging technologies including generative artificial intelligence (AI).

Online and offline concerns will be considered together. A concern about a child's online activity may indicate wider safeguarding concerns, including child-on-child abuse, exploitation, bullying, neglect or abuse.

Our detailed arrangements are set out in the school's Online Safety Policy, Acceptable Use Policy and Mobile Phone arrangements.

Areas of Online Risk

Our approach considers the four broad areas of online risk:

Content – children being exposed to illegal, inappropriate or harmful material, including pornography, violence, self-harm and suicide content, racism, misogyny, extremism, radicalisation, misinformation, disinformation and conspiracy theories.

Contact – children experiencing harmful interaction with other users, including peer pressure, bullying, grooming, exploitation, coercion, manipulation or contact from adults pretending to be children.

Conduct – online behaviour which increases the likelihood of, or causes, harm, including cyberbullying, harassment, impersonation, sharing harmful material and creating or distributing sexualised images.

Commerce – risks associated with online gambling, scams, phishing, inappropriate advertising, financial exploitation and other forms of online financial harm.

Generative AI may create additional risks through impersonation, manipulation, deepfakes, harmful or sexualised imagery and inappropriate interactions.

Staff must remain professionally curious and consider whether online activity indicates wider safeguarding concerns.

Whole-School Approach

Candleby Lane Primary School will maintain:

- an effective Online Safety Policy;
- clear Acceptable Use arrangements for children and staff;
- appropriate filtering and monitoring;
- clear reporting arrangements;
- age-appropriate online safety education;
- appropriate supervision of children's use of technology;
- clear expectations regarding personal and school-owned devices;
- appropriate arrangements for mobile phones and smart devices; and
- regular review of emerging online risks.

All staff have a responsibility to report online safeguarding concerns. Staff must not assume that an online incident occurring outside school is outside the school's safeguarding responsibility.

Where an online concern indicates that a child may be at risk of harm, it must be reported to the DSL or Deputy DSL without delay and managed in accordance with **Section D: Recognising, Reporting and Recording Concerns**.

Filtering and Monitoring

The governing body and school leaders will ensure that appropriate filtering and monitoring arrangements are in place for school-owned devices, systems and networks.

Our filtering and monitoring arrangements are designed to:

- restrict access to illegal and harmful content;
- identify potentially concerning activity;

- provide appropriate alerts;
- support staff in identifying emerging safeguarding concerns;
- minimise unnecessary restrictions on teaching and learning; and
- identify and respond to system failures or weaknesses.

Filtering and monitoring will be appropriate to the age and needs of our pupils and the risks identified within the school.

The filtering and monitoring system is run by SENSO and is trust wide. During DSL meetings alerts are discussed and appropriate actions taken if needed. Critical alerts are investigated as soon as they are received and seen and again appropriate action taken if needed.

The DSL, senior leadership and staff responsible for IT will work together to ensure that safeguarding-related alerts and concerns are appropriately considered and followed up.

Filtering and monitoring will not replace professional curiosity, appropriate supervision or safeguarding education.

Filtering and Monitoring

The school maintains appropriate filtering and monitoring arrangements in accordance with current Department for Education requirements and the school's Online Safety Policy.

The school's Online Safety Policy sets out:

- the filtering and monitoring provider and systems used by the school;
- who is responsible for receiving, reviewing and responding to alerts;
- how filtering and monitoring reports are reviewed and followed up;
- how concerns or system failures are escalated;
- how the effectiveness of filtering and monitoring is tested and reviewed.

The DSL and relevant senior leaders will consider filtering and monitoring information as part of the school's wider safeguarding arrangements. Where an alert or online activity indicates that a child may be at risk of harm, this will be managed through the school's safeguarding procedures and recorded on CPOMS where appropriate.

Filtering and monitoring will not replace appropriate supervision, professional curiosity, safeguarding education or the need for staff to report concerns promptly.

The school will review its filtering and monitoring arrangements at least annually and following significant incidents, changes in technology or identified safeguarding risks.

Further details are contained within the school's Online Safety Policy and Filtering and Monitoring arrangements.

Generative Artificial Intelligence

Candleby Lane Primary School recognises that generative AI can provide educational opportunities but also presents safeguarding, data protection, misinformation, impersonation and security risks.

The school will only use AI tools in accordance with its approved procedures and data protection arrangements.

Staff must not enter confidential, personal, safeguarding or otherwise sensitive information about children, families or staff into an AI service unless the use of that service has been formally approved and complies with the school's data protection and information security arrangements.

Staff and pupils will receive appropriate guidance about the safe and responsible use of AI, including:

- age-appropriate use of AI tools;
- protecting personal information;
- recognising inaccurate, misleading or biased information;
- manipulation and impersonation;
- deepfakes and AI-generated images;
- harmful or sexualised AI-generated material;
- bullying and harassment facilitated by AI;
- maintaining appropriate human oversight; and
- how to report concerns.

Where AI is used to create, alter or distribute harmful or sexualised material involving children, the concern must be reported immediately to the DSL and managed under **Section H: Child-on-Child Abuse and Harmful Sexual Behaviour**, where applicable.

Mobile Phones and Smart Technology

The school's arrangements for mobile phones and smart devices are set out in the Online Safety Policy.

These arrangements include expectations for:

- children bringing mobile phones or smart devices onto the school site;
- storage and use of devices during the school day;
- reasonable exceptions for medical, accessibility or other identified needs;
- staff, visitor and contractor use of personal devices;
- photography, video and audio recording;
- responding to breaches of the school's arrangements; and
- reporting and responding to safeguarding concerns involving mobile phones or other devices.

Staff must remain aware that personal devices and mobile networks may operate outside the school's filtering and monitoring systems. Any safeguarding concern involving a mobile

phone, smart device or other technology must be reported in accordance with **Section D: Recognising, Reporting and Recording Concerns**.

Staff must not use personal devices or accounts to communicate with children unless expressly authorised under school procedures.

Further details are contained within the school's Online Safety Policy and Acceptable Use arrangements.

Cybersecurity and Information Security

The school will maintain appropriate cybersecurity and information security arrangements to protect:

- children and staff;
- school systems and accounts;
- personal information;
- safeguarding records; and
- the confidentiality, integrity and availability of school information.

A cybersecurity incident may also present a safeguarding risk. Where an incident may place a child at risk, the DSL, senior leaders, data protection lead and appropriate technical support will work together to manage the incident.

Staff must follow the school's information security, data protection, Acceptable Use and safeguarding procedures.

Staff Responsibilities

All staff must:

- follow the school's Online Safety, Acceptable Use and Staff Behaviour policies;
- use school technology and accounts appropriately;
- maintain professional boundaries in all electronic communication;
- supervise children's use of technology appropriately;
- report harmful content or concerning online contact;
- report suspected cyberbullying, grooming, exploitation or other online abuse;
- report filtering, monitoring or cybersecurity concerns;
- preserve relevant information where appropriate;
- report safeguarding concerns to the DSL without delay; and
- avoid investigating safeguarding concerns themselves.

Staff must not ask a child to send, show or forward harmful digital material.

Where a concern involves a nude, semi-nude or other harmful sexual image, staff must not intentionally view, copy, save, print or forward the material. The concern must be passed immediately to the DSL.

Online Safety Education

Online safety is taught as part of our wider safeguarding and preventative education programme.

Children receive age-appropriate, progressive and accessible teaching to help them:

- recognise online risks;
- understand safe and respectful online behaviour;
- understand privacy and personal information;
- understand healthy relationships and appropriate boundaries;
- recognise grooming, manipulation and exploitation;
- recognise cyberbullying and online harassment;
- understand the importance of reporting concerns;
- critically evaluate information and identify misinformation and disinformation;
- understand the opportunities and risks associated with AI;
- understand the permanence of digital footprints; and
- know where and how to seek help.

Online safety is reinforced through the curriculum, assemblies, pastoral work, safeguarding education and day-to-day conversations with children.

Teaching is adapted appropriately for age, developmental stage, SEND, communication needs and individual circumstances.

Online safety education is also linked to our Healthy Bodies, Healthy Minds (HBHM) programme, particularly where online behaviour affects emotional wellbeing, relationships, resilience and mental health.

Further detail is contained within **Section J: Safeguarding and Preventative Education** and the school's Online Safety Policy.

Working with Parents and Carers

We recognise that many online risks occur outside school and that parents and carers have an important role in supporting children's online safety.

The school will provide parents and carers with appropriate information and guidance about:

- online safety;
- social media;
- gaming;
- mobile phones and devices;
- parental controls;
- online bullying;
- harmful content;
- emerging technologies and AI;

- reporting concerns; and
- supporting children's emotional wellbeing online.

Where an online concern may place a child at risk of harm, the school will follow its safeguarding procedures and work with parents/carers and external agencies where appropriate.

Remote Education and Learning Away from School

Where children access remote learning or other school-supported online activities, the school will use approved systems and platforms.

Appropriate arrangements will be maintained regarding:

- staff and pupil accounts;
- professional boundaries;
- privacy and data protection;
- online behaviour;
- supervision;
- reporting concerns; and
- safeguarding.

Safeguarding responsibilities continue when children are learning away from the school site.

Reporting and Responding to Online Safeguarding Concerns

All online safeguarding concerns must be reported and recorded in accordance with **Section D**.

When responding to an online safeguarding concern, the DSL will consider:

- the child's immediate safety;
- whether other children may be at risk;
- whether the concern indicates wider abuse, exploitation or contextual safeguarding;
- whether relevant information or evidence needs to be preserved;
- whether parents/carers should be informed;
- whether specialist advice is required; and
- whether a referral to children's social care or the police is necessary.

Staff must not investigate online safeguarding concerns themselves.

Where harmful digital material is involved, staff must follow the school's agreed procedure and must not intentionally access, copy, save or distribute harmful imagery.

Monitoring, Review and Learning

The DSL and senior leaders will monitor online safeguarding concerns and emerging patterns to identify whether changes are required to:

- filtering and monitoring;
- staff training;
- online safety education;
- supervision;
- Acceptable Use arrangements;
- mobile phone arrangements;
- safeguarding procedures;
- pastoral support; or
- wider contextual safeguarding arrangements.

Online safeguarding will form part of the school's wider safeguarding monitoring and review arrangements.

Significant concerns and emerging risks will be shared with governors through appropriate safeguarding reporting, while maintaining the confidentiality of individual children.

Related Documents

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Acceptable Use Policy
- Mobile Phone Policy/arrangements
- Child-on-Child Abuse Policy
- Behaviour Policy
- Data Protection Policy
- Cybersecurity/Information Security arrangements
- Section D – Recognising, Reporting and Recording Concerns
- Section H – Child-on-Child Abuse and Harmful Sexual Behaviour
- Section J – Safeguarding and Preventative Education

Section J – Safeguarding and Preventative Education

At Candleby Lane Primary School, safeguarding is embedded throughout the curriculum, our pastoral provision and the wider culture of the school. We provide planned, progressive and age-appropriate education that helps children recognise risk, develop safe and respectful relationships, understand healthy behaviours, develop resilience, speak up about concerns and know where to seek help.

Our approach reflects statutory curriculum requirements, Keeping Children Safe in Education 2026, local safeguarding priorities and the individual needs and experiences of our children.

Safeguarding is not taught solely through individual lessons or one-off events. Key messages are reinforced through daily interactions, relationships, routines, assemblies, pastoral support, curriculum opportunities and the behaviour modelled by adults throughout the school.

Whole-School Approach

Safeguarding education is delivered and reinforced through:

- Relationships, Health and Sex Education (RSHE) and PSHE
- our Healthy Bodies, Healthy Minds (HBHM) programme
- Computing and Online Safety education
- assemblies, workshops and themed safeguarding activities
- age-appropriate curriculum content across other subjects
- pastoral support and targeted interventions
- attendance and behaviour work
- school routines, expectations and positive relationships
- pupil leadership opportunities
- educational visits, residentials and wider enrichment activities
- work with parents, carers and external agencies where appropriate.

Our HBHM programme supports children's emotional wellbeing, resilience, healthy relationships, empathy, respect, inclusion and responsible citizenship. Safeguarding themes are reinforced through this programme alongside the wider curriculum.

The school promotes a culture in which children understand that abuse, bullying, harassment, discrimination and violence are unacceptable and that everyone has a responsibility to help keep themselves and others safe.

Curriculum Content

Children will be taught, in an age-appropriate, inclusive and accessible way, about matters including:

- healthy and respectful relationships
- friendships, kindness, respect and empathy
- personal boundaries and bodily autonomy
- recognising appropriate and inappropriate behaviour
- consent and respecting the wishes and boundaries of others
- recognising and responding to bullying, cyberbullying and prejudice-based behaviour
- child-on-child abuse and harmful behaviour
- recognising unsafe situations and knowing when to seek help
- online safety, digital resilience and responsible use of technology
- privacy, personal information, passwords and digital footprints
- online contact, grooming, manipulation and exploitation
- the safe and responsible use of social media, gaming and emerging technologies
- generative AI and the risks associated with manipulated or misleading content
- criminal exploitation, grooming and serious violence, where age-appropriate
- radicalisation and extremism and how to seek help
- harmful practices, including FGM and forced marriage, where age-appropriate
- mental health, emotional wellbeing and resilience
- healthy lifestyles and risk-taking behaviour
- personal, road, fire, water and community safety
- how and where to report concerns and access support.

Content will be progressive across the school, taking account of children's age, developmental stage and individual needs.

Sensitive topics will be introduced appropriately and revisited as children develop. Curriculum content will be adapted where necessary for children with SEND, communication needs or other vulnerabilities.

Detailed arrangements for online safety and child-on-child abuse are set out in the school's Online Safety Policy and Child-on-Child Abuse Policy.

The school's RSHE, PSHE and HBHM curriculum documentation provides further detail about the content and progression of safeguarding education.

Local and Emerging Safeguarding Risks

Safeguarding education will be informed by:

- safeguarding concerns and patterns identified within school
- children's views, experiences and questions
- attendance and behaviour information
- online safety concerns
- contextual safeguarding information
- local safeguarding priorities and intelligence
- advice from Nottinghamshire safeguarding partners
- emerging national and online risks
- learning from safeguarding incidents, audits and reviews.

Where concerns or emerging risks indicate a gap in children's knowledge or understanding, curriculum provision will be reviewed and adapted.

Our school-specific contextual safeguarding risks and responses are set out in **Section G: Contextual Safeguarding and Extra-Familial Harm**.

Accessibility and Inclusion

Safeguarding education will be appropriate to children's age, developmental stage, communication needs and individual circumstances.

We will make reasonable adjustments and adapt teaching and resources where necessary, including through:

- visual supports
- simplified or concrete language
- repetition and reinforcement
- pre-teaching
- alternative communication approaches
- individualised teaching or intervention
- additional adult support where appropriate.

Children with SEND will not be unnecessarily excluded from safeguarding education. Where a child requires additional preparation or targeted teaching because of their individual circumstances, this will be considered as part of their wider support arrangements.

Safe Delivery of Sensitive Content

Sensitive safeguarding topics will be delivered by staff who have appropriate knowledge, confidence and support.

Staff will:

- use accurate, age-appropriate and inclusive language
- establish clear expectations for respectful discussion
- avoid asking children to share personal experiences publicly
- provide opportunities for children to ask questions safely
- remain alert to signs of distress or possible disclosure
- explain that confidentiality cannot be promised where a safeguarding concern arises
- respond appropriately to questions and disclosures
- report safeguarding concerns without delay in accordance with **Section D**.

External speakers and organisations will be subject to the school's visitor and safeguarding arrangements. Their suitability will be checked and resources or planned content reviewed in advance. A member of school staff will remain responsible for the children and the safeguarding response throughout any external session.

Empowering Children to Seek Help

Children will be regularly reminded that:

- abuse, neglect, exploitation, bullying and harassment are never their fault
- they should tell a trusted adult if something makes them feel worried, unsafe or uncomfortable
- they can continue to tell someone until they receive the help they need
- they will be listened to and taken seriously
- adults may need to share information to keep them or another person safe
- there are different people they can speak to if they do not feel comfortable talking to their usual trusted adult.

Children will be taught how to identify trusted adults within school and how to raise a concern.

This will be reinforced through assemblies, classroom discussions, HBHM, RSHE/PSHE, safeguarding activities and everyday interactions.

We will use pupil voice and other appropriate feedback methods to assess whether children:

- feel safe in school

- know who they can talk to
- know how to report a concern
- understand how to seek help online and offline
- feel confident that concerns will be taken seriously.

Our arrangements for children reporting safeguarding concerns are set out in **Section A: Reporting Systems for Children**.

Working with Parents and Carers

We will provide parents and carers with appropriate information about safeguarding education and relevant curriculum content.

This may include information through:

- the school website
- letters and curriculum information
- workshops and information sessions
- assemblies and school events
- direct communication where appropriate.

Parents and carers will be encouraged to reinforce safeguarding messages at home and to discuss concerns with the school.

We will consider parental views while continuing to meet our statutory safeguarding and curriculum responsibilities.

Staff Responsibilities

All staff contribute to preventative safeguarding education through their teaching, conduct, relationships and interactions with children.

Staff responsible for curriculum planning and delivery will ensure that safeguarding content is:

- accurate
- progressive
- age-appropriate
- inclusive
- accessible
- responsive to identified safeguarding risks.

All staff must respond appropriately to safeguarding questions or disclosures and report concerns without delay.

Safeguarding updates and training will help staff remain aware of emerging risks and support them to reinforce safeguarding messages consistently.

Review and Evaluation

The DSL, safeguarding team and relevant curriculum leaders will review safeguarding and preventative education at least annually and sooner where statutory guidance, local risks, safeguarding information or learning from practice indicates that changes are required.

The review will consider:

- whether safeguarding content is taught progressively across the school
- whether children understand how to recognise risks and seek help
- pupil voice and children's confidence in reporting concerns
- whether provision is accessible to children with SEND and other additional needs
- emerging safeguarding and contextual risks
- safeguarding incidents and patterns identified within school
- staff confidence and training needs
- whether curriculum resources remain appropriate
- the suitability of external providers and speakers
- whether changes are required to curriculum, pastoral provision, supervision or safeguarding procedures.

Findings will inform curriculum planning, safeguarding training, pastoral provision and school improvement priorities and will be reported through the school's safeguarding monitoring arrangements and to governors as appropriate.

Section K – Concerns and Allegations About Adults

At Candleby Lane Primary School, all concerns about adults working in or on behalf of the school will be taken seriously, reported promptly and managed fairly and consistently in accordance with **Part Four of Keeping Children Safe in Education 2026**, Nottinghamshire safeguarding procedures and Flying High Partnership arrangements.

This section applies to all adults working in or on behalf of the school, including:

- school staff
- supply and agency staff
- trainee teachers and apprentices
- volunteers
- governors
- contractors
- visiting professionals and other external providers.

Concerns may meet the harm threshold for referral to the Local Authority Designated Officer (LADO), or may be a low-level concern which does not meet that threshold but may indicate that an adult's behaviour is inconsistent with professional expectations.

Detailed procedures for managing allegations are set out in the school's Managing Allegations Policy. Low-level concerns are managed in accordance with the school's Low-Level Concerns Policy.

Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold where an adult working in or on behalf of the school has:

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

The final criterion may apply to behaviour inside or outside school and may create transferable risk affecting the person's suitability to work with children.

Staff must report allegations immediately. They must not investigate the concern, question witnesses, confront the adult concerned or discuss the matter unnecessarily with colleagues.

Reporting Allegations

Any allegation or concern which may meet the harm threshold must be reported immediately to the Headteacher, who will normally act as the case manager.

Where the allegation concerns the Headteacher, the concern must be reported to the **Chair of Governors**. Where there is a conflict of interest, the concern must be reported directly to the **LADO** or through the appropriate Nottinghamshire procedure.

The case manager will contact the Nottinghamshire LADO without delay and before commencing an internal investigation, unless advised otherwise through the appropriate safeguarding process.

Where there is an immediate risk to a child, appropriate protective action will be taken immediately and the police and/or children's social care will be contacted where necessary.

Any safeguarding concern about a child arising from an allegation will also be managed in accordance with **Section D: Recognising, Reporting and Recording Concerns**.

Further information and referral arrangements are available through the Nottinghamshire LADO referral process.

Flying High Partnership Support

The school will access support from the Flying High Partnership Safeguarding Lead and Safeguarding Team where appropriate.

The case manager/investigation lead will liaise with the Flying High Partnership Safeguarding Lead, Safeguarding Team and HR Team as required and in accordance with the Partnership's arrangements.

Where an allegation concerns the Headteacher, the Governor responsible for managing allegations will work with the appropriate Flying High Partnership senior leader/Whistleblowing Officer and other relevant Partnership colleagues.

Those responsible for managing allegations will undertake appropriate training and follow Nottinghamshire and Flying High Partnership procedures.

Initial Response and Case Management

The case manager will:

- prioritise the safety and welfare of children;
- ensure appropriate support is provided;
- record the concern accurately and securely;
- preserve relevant information and evidence;
- contact and follow the advice of the LADO;
- consider whether children's social care and/or the police should be involved;
- consider whether other children may be affected;
- consider appropriate support for the adult who is the subject of the allegation;
- maintain appropriate confidentiality;
- ensure decisions, actions and their rationale are recorded.

The welfare of the child is the priority. The process must also be fair to the adult who is the subject of the allegation.

The adult will not normally be informed of the details of an allegation until this has been agreed with the LADO and, where involved, the police or children's social care.

The school will not undertake an internal investigation where doing so could prejudice an external safeguarding or criminal investigation.

Detailed arrangements are set out in the school's **Managing Allegations Policy**.

Supply Staff, Contractors and Trainee Teachers

Where an allegation concerns a supply worker, agency worker, contractor, trainee teacher or other person employed or supplied by another organisation, the school will:

- report and manage the safeguarding concern in accordance with the same threshold;
- inform the relevant employing or supplying organisation where appropriate;
- consult the LADO;
- agree responsibilities between the school and the relevant organisation;
- ensure the school continues to fulfil its safeguarding responsibilities.

The school will not simply cease using an individual in order to avoid managing an allegation.

Allegations concerning trainee teachers will be managed in accordance with the individual's employment and training arrangements, with the relevant training provider or employing organisation involved where appropriate.

Suspension and Alternative Arrangements

Suspension is not automatic following an allegation.

The case manager will consider whether children can be safeguarded through alternative arrangements, including:

- changed duties;
- additional supervision;
- temporary redeployment;
- restricted access to particular areas or activities; or
- other appropriate temporary measures.

The LADO and, where appropriate, the police or children's social care will be consulted before decisions are made.

Where suspension is considered necessary, the decision and rationale will be recorded and the adult will be provided with appropriate information and support.

Supporting Children and Adults

The school will consider the support required by:

- the child who may have experienced harm;
- other children who may have been affected;
- parents or carers;
- witnesses; and
- the adult who is the subject of the allegation.

Support may include a trusted adult, pastoral or specialist support, safety planning, appropriate communication and protection from bullying or intimidation.

The child's wishes and feelings will be considered, while recognising that information may need to be restricted where sharing it could prejudice an investigation or affect another person's rights.

The adult subject to an allegation will be treated fairly and provided with appropriate information and support. They will be advised to seek support from their trade union, professional association or another appropriate independent source.

Confidentiality

Information relating to allegations will be shared only with those who need it to:

- safeguard children;
- support those involved; or
- manage the allegation.

All parties must maintain confidentiality and must not discuss allegations through social media or with the wider school community.

The school will comply with statutory restrictions concerning the publication of information that may identify a teacher who is the subject of an allegation.

Communication with parents, carers, staff or the wider school community will be agreed with the LADO and, where involved, the police or children's social care.

General information-sharing arrangements are set out in **Section D: Confidentiality and Information Sharing**.

Low-Level Concerns

A low-level concern is any concern about an adult's behaviour towards a child which:

- is inconsistent with the Staff Behaviour Policy or Code of Conduct;
- does not meet the harm threshold; and
- does not otherwise require referral to the LADO.

Low-level concerns may relate to behaviour inside or outside the workplace where that behaviour raises questions about an adult's professional conduct or suitability to work with children.

Examples may include:

- over-familiarity with children;
- inappropriate communication;
- inappropriate or unnecessary physical contact;
- favouritism;
- inappropriate jokes or comments;
- inappropriate use of personal devices;
- unauthorised photography;
- failure to maintain professional boundaries; or
- conduct which could be misinterpreted or cause safeguarding concern.

Low-level does not mean insignificant. A pattern of low-level concerns may indicate that an adult's behaviour requires further action or that the harm threshold may have been reached.

Detailed arrangements are set out in the school's **Low-Level Concerns Policy**.

Reporting and Responding to Low-Level Concerns

All low-level concerns must be reported promptly through the school's agreed procedure.

A concern should normally be reported to the Headteacher or, where appropriate, the DSL in accordance with the school's Low-Level Concerns Policy.

Where the concern relates to the Headteacher, it must be reported to the Chair of Governors or through the appropriate alternative reporting route.

Where there is uncertainty about whether a concern meets the harm threshold, advice will be sought from the LADO.

The person receiving the concern will ensure that:

- the concern is recorded clearly and confidentially;
- the circumstances and relevant information are considered;
- the concern is assessed against the harm threshold;
- relevant previous concerns are considered;
- appropriate management, support, training or disciplinary action is considered;
- advice is sought where required; and
- any escalation or referral is recorded.

Patterns of concerns will be reviewed to identify whether the adult's behaviour may represent a wider safeguarding concern.

Staff are encouraged to make self-referrals where they believe they may have acted in a way which could be misinterpreted, fallen below expected professional standards or placed themselves in a potentially compromising situation.

Further details, including the **Low-Level Concern Form, recording arrangements, confidentiality and review process**, are contained in the school's **Low-Level Concerns Policy**.

Whistleblowing

Staff who have concerns about unsafe safeguarding practice, poor professional practice or the failure to respond appropriately to safeguarding concerns should use the school's **Whistleblowing Policy**.

Staff are encouraged to raise concerns through appropriate internal routes in the first instance. Where they feel unable to do so, or believe that a genuine safeguarding concern is not being addressed, they may use an appropriate external whistleblowing route.

Whistleblowing arrangements do not replace the requirement to contact children's social care or the police where a child may be at risk of harm or immediate danger.

The Flying High Partnership Whistleblowing Officer provides an additional route where concerns cannot appropriately be raised through normal school arrangements.

Outcomes and Record Keeping

The outcome of an allegation will be recorded using the terminology set out in KCSIE:

- **substantiated** – there is sufficient evidence to prove the allegation;
- **malicious** – there is sufficient evidence to disprove the allegation and evidence of a deliberate act to deceive or cause harm;
- **false** – there is sufficient evidence to disprove the allegation;
- **unsubstantiated** – there is insufficient evidence either to prove or disprove the allegation; or
- **unfounded** – there is no evidence or proper basis supporting the allegation.

The school will maintain a clear and comprehensive record of allegations, including how they were followed up, decisions made, actions taken, outcomes and any learning arising from the case.

Records will be stored securely and retained in accordance with KCSIE 2026 and the school's data retention arrangements.

Employment references will be accurate, fair and not misleading and will be prepared in accordance with statutory requirements.

Referrals to the DBS and Teaching Regulation Agency

The school will make a referral to the Disclosure and Barring Service (DBS) where the statutory referral criteria are met.

The duty to refer is not removed by resignation, retirement, settlement, the end of a contract or any other departure from the school.

Where appropriate, the school will also consider whether a referral to the Teaching Regulation Agency (TRA) or another professional or regulatory body is required.

Further information is available from the DBS and Teaching Regulation Agency.

Learning and Review

Following the conclusion of an allegation or where patterns of low-level concerns are identified, the school will consider whether learning or changes are required in relation to:

- safeguarding procedures;
- staff induction and training;
- professional boundaries and conduct;
- supervision and management;
- recruitment and safer working practices;

- school policies;
- safeguarding culture; or
- the wider school environment.

Learning will be shared appropriately while maintaining confidentiality.

The DSL, Headteacher and relevant Flying High Partnership safeguarding colleagues will ensure identified actions are followed through.

The governing body will receive appropriate assurance regarding the school's management of allegations and low-level concerns while respecting the confidentiality and privacy of those involved.

Section L – Safer Working Arrangements

At Candleby Lane Primary School, we maintain safer working arrangements to ensure that adults working with or on behalf of the school are appropriately recruited, checked, inducted, supervised and supported.

These arrangements apply according to the adult's role, responsibilities and level of contact with children. They should be read alongside the school's **Safer Recruitment Policy, Staff Behaviour Policy/Code of Conduct, Managing Allegations Policy, Low-Level Concerns Policy, Visitors Policy, Educational Visits procedures, Behaviour Policy, Reasonable Force arrangements and Alternative Provision procedures**.

Safer Recruitment

The school follows **Part Three of Keeping Children Safe in Education (KCSIE) 2026** and safer recruitment principles.

Our recruitment arrangements include:

- clear safeguarding expectations within recruitment information and job descriptions
- appropriate scrutiny of applications, employment history, references and gaps in employment
- appropriate safeguarding questions during interview
- online searches of shortlisted candidates where appropriate
- verification of identity, qualifications and right to work
- completion of all relevant DBS, barred-list, prohibition and other statutory checks required for the role
- appropriate consideration of information arising from recruitment checks
- involvement of staff who have completed appropriate safer recruitment training.

All required pre-employment checks will be completed before an individual begins work with children, unless a legally permitted arrangement applies and appropriate safeguards are in place.

Staff and governors involved in recruitment at Candleby Lane Primary School complete Safer Recruitment training through the National College.

Recruitment information and records will be handled securely and retained in accordance with the school's data protection and record-retention arrangements.

For further information, see the school's **Safer Recruitment Policy**.

Single Central Record

The school maintains an accurate and up-to-date Single Central Record (SCR) containing the required recruitment and safeguarding checks.

Responsibility for maintaining the SCR rests with the School Business Manager/Headteacher, with appropriate checks undertaken by the Headteacher and safeguarding/governance arrangements to provide assurance that the record remains accurate and complete.

The SCR is checked as part of the school's safeguarding assurance arrangements, including through appropriate senior leadership and governor monitoring.

The SCR provides evidence that required checks have been completed but does not replace the underlying recruitment records, risk assessments or safer recruitment processes.

Ongoing Suitability

Safer recruitment does not end when an individual is appointed.

All adults working in or on behalf of the school are expected to:

- maintain appropriate professional boundaries
- follow the Staff Behaviour Policy/Code of Conduct
- report safeguarding concerns promptly
- disclose relevant changes in circumstances where required
- follow the school's expectations regarding professional conduct and use of technology.

Where information raises concerns about an adult's ongoing suitability to work with children, the school will consider the appropriate safeguarding and employment response.

Concerns about an adult will be managed in accordance with **Section K – Concerns and Allegations About Adults** and the school's **Managing Allegations and Low-Level Concerns procedures**.

Regulated Activity and Volunteers

The school will determine whether a role constitutes regulated activity by considering the nature, frequency and circumstances of the work and the current legal definition.

Before a volunteer begins work, the school will consider:

- the activities they will undertake
- whether the role constitutes regulated activity
- the age and needs of the children involved
- the level of contact with children
- the level of supervision
- the checks that are legally required or permitted.

Where legally required, an enhanced DBS check, including children's barred-list information, will be obtained before a volunteer undertakes regulated activity.

A person who is barred from regulated activity will not be permitted to undertake regulated activity.

Where the setting is subject to the EYFS framework, a volunteer must not begin working within provision covered by that framework until the setting or maintained nursery setting has received the volunteer's enhanced DBS certificate, including children's barred-list information.

Volunteer arrangements will include appropriate **induction, safeguarding information, supervision and review.**

Volunteers will be made aware of:

- the DSL and Deputy DSLs
- how to report a safeguarding concern
- confidentiality expectations
- the Staff Behaviour Policy/Code of Conduct
- emergency procedures
- expectations regarding professional boundaries.

Supply Staff, Agency Staff and Trainee Teachers

Before supply, agency or trainee staff begin working at the school, the school will obtain appropriate confirmation that required checks have been completed by the employing or supplying organisation and will verify identity on arrival.

Where appropriate, the school will clarify responsibility for checks between the school and the employing or training organisation.

All new supply, agency and trainee staff will receive a safeguarding induction from a member of the school's DSL team before working with pupils.

This induction will include:

- the identity of the DSL and Deputy DSLs
- how to report safeguarding concerns

- relevant school safeguarding procedures
- the school's Staff Behaviour Policy/Code of Conduct
- local/contextual safeguarding information
- procedures for responding to a disclosure
- emergency and site-safety arrangements
- expectations regarding professional boundaries.

The level of induction and supervision will be proportionate to the person's role and experience.

Contractors and Self-Employed Individuals

Contractors and self-employed individuals will be checked and supervised according to their role, the nature of their work and their opportunity for contact with children.

The school will establish who is responsible for completing required checks and obtain appropriate written assurance where checks have been completed by another organisation.

Identity will be verified on arrival.

Contractors working on the school site when children are present will receive an appropriate safeguarding/site induction from a member of the DSL team before commencing work, including information about:

- the DSL and Deputy DSLs
- reporting safeguarding concerns
- professional boundaries
- site safety and emergency procedures
- relevant school expectations.

Contractors will not have unsupervised access to children unless appropriate checks have been completed and this is permitted within the requirements of their role.

Visitors and Visiting Professionals

All visitors must comply with the school's Visitors Policy and Visitor Code of Conduct.

Visitors will:

- report to the school office on arrival
- provide appropriate identification where required
- sign in using the school's visitor system
- wear the visitor identification provided
- follow safeguarding and professional conduct expectations
- sign out when leaving the premises.

Visitors who have not been appropriately checked will not be permitted to have unsupervised access to children.

The level of checking and supervision will depend upon the purpose, frequency and nature of the visit.

A DBS certificate will **not** be requested from every visitor. Where an organisation has completed the appropriate checks, the school may obtain appropriate assurance and verify the visitor's identity.

Visitors will be made aware of relevant emergency procedures and what to do if they have a safeguarding concern.

Further information is contained within the school's **Visitors Policy, Visitor Code of Conduct and Visiting Speakers arrangements**.

External Providers and Use of School Premises

Where external organisations or providers use school premises to work with children, the school will seek appropriate assurance that safeguarding and child protection arrangements are in place.

Agreements will identify, where appropriate:

- safeguarding responsibilities
- reporting arrangements
- supervision arrangements
- responsibility for checks
- emergency procedures
- arrangements for responding to safeguarding concerns.

The school will take appropriate action where an external provider does not meet safeguarding expectations.

Where the school is responsible for organising or supervising an activity, the school's safeguarding procedures will continue to apply.

Educational Visits, Residentials and Homestays

Safeguarding will form part of the planning and risk assessment process for educational visits, residential activities and other activities away from school.

Risk assessments will consider:

- children's individual needs and vulnerabilities
- staffing and supervision
- transport
- accommodation
- medical and intimate care needs
- online safety and personal devices
- professional boundaries

- missing-child arrangements
- emergency procedures
- how safeguarding concerns will be reported while away from school.

Candleby Lane uses Evolve for the planning, approval and monitoring of educational visits.

Educational visits must be submitted sufficiently in advance to allow appropriate scrutiny and approval by the Educational Visits Coordinator (EVC) and, where required, the Flying High Partnership/local authority arrangements.

The EVC and relevant senior staff will ensure that risk assessments and safeguarding arrangements are appropriately considered before approval.

Where children participate in residential or homestay arrangements, the school will ensure that appropriate safeguarding checks and risk assessments are completed in accordance with current statutory requirements.

Any safeguarding concern arising during an educational visit must be reported and managed in accordance with **Section D – Responding to Safeguarding Concerns**.

Further detail is contained within the school's **Educational Visits Policy and Evolve procedures**.

Reasonable Force and Restrictive Interventions

Candleby Lane Primary School does not operate a blanket "no contact**"** approach, as appropriate physical contact may sometimes be necessary to protect a child, provide care or manage an immediate risk.

Staff will always seek to prevent and de-escalate situations wherever possible.

Reasonable force may only be used where it is lawful, necessary and proportionate. Any intervention must be no more than necessary and for the shortest time reasonably required.

Staff will consider the child's:

- age and developmental stage
- SEND and communication needs
- health and medical needs
- emotional and mental health needs
- individual risk factors
- known triggers and de-escalation strategies.

Restrictive intervention must never be used as punishment, to cause pain or simply to secure compliance.

Where a child has identified risks requiring planned intervention, appropriate SEND Support Plans, De-escalation Plans and/or individual risk assessments will be used. These will be reviewed regularly and updated when circumstances change.

Any use of reasonable force or restrictive intervention will be recorded and reported in accordance with school procedures. Parents/carers will be informed where appropriate.

Where an incident raises a safeguarding concern about a child or adult, the matter will also be considered under **Section D or Section K**, as appropriate.

This section should be read alongside the school's **Behaviour Policy, SEND Support arrangements and Reasonable Force/Restrictive Intervention procedures**.

Alternative Provision

Where Candleby Lane commissions alternative provision, the school retains responsibility for the safeguarding and welfare of the child.

Before a placement begins, the school will:

- complete appropriate due diligence on the provider
- obtain written assurance regarding safeguarding arrangements and required checks
- confirm where and how the child will be educated
- establish who will supervise and support the child
- share relevant safeguarding and risk information
- agree attendance, communication and reporting arrangements
- complete the **Flying High Partnership Alternative Provision Checklist**
- complete the **Alternative Provision Transition Plan**, where required.

The school will maintain regular contact with the child and provider and will monitor:

- attendance
- welfare
- engagement
- progress
- safeguarding
- the suitability of the placement.

Alternative provision will be reviewed at least half-termly, with more frequent monitoring where the child's needs or level of risk requires it.

Senior staff, including members of the safeguarding team, will visit alternative provision where appropriate to monitor the provision and safeguarding arrangements.

The provider must notify the school of any significant changes to staffing, location, ownership, delivery or other circumstances that may affect the child's safety or the suitability of the placement.

The school will act immediately where safeguarding concerns arise and will consider ending or changing the placement where it is no longer safe or suitable.

Further arrangements are set out in **Section F – Children Receiving Alternative Provision** and the school's **Alternative Provision procedures**.

Safeguarding Briefing and Conduct

All adults working in or on behalf of Candleby Lane Primary School will receive safeguarding information appropriate to their role.

This will include:

- the identity of the DSL and Deputy DSLs
- how to report safeguarding concerns
- what to do if a child makes a disclosure
- expectations within the Staff Behaviour Policy/Code of Conduct
- professional boundaries
- confidentiality and information sharing
- online safety expectations
- emergency and site-safety arrangements.

Adults are expected to report concerns without delay.

Failure to follow safeguarding expectations may result in appropriate action, including removal from the school site, termination of an activity or contract, disciplinary action or referral to an appropriate agency or professional body.

Key Policies and Procedures

Safer working arrangements should be read alongside:

- Safer Recruitment Policy
- Child Protection and Safeguarding Policy
- Managing Allegations Policy
- Low-Level Concerns Policy
- Staff Behaviour Policy/Code of Conduct
- Whistleblowing Policy
- Visitors Policy and Visitor Code of Conduct
- Behaviour Policy
- SEND Support and Risk Assessment arrangements
- Reasonable Force/Restrictive Intervention procedures
- Educational Visits Policy
- Alternative Provision procedures
- Online Safety Policy
- Acceptable Use Policy
- Health and Safety Policy
- Medical Needs Policy.

Section M – Safeguarding Training and Policy Implementation

At Candleby Lane Primary School, we ensure that staff, governors and other adults working with children have the safeguarding knowledge, skills and confidence required for their roles.

Training reflects KCSIE 2026, Working Together to Safeguard Children, Nottinghamshire safeguarding procedures, Flying High Partnership safeguarding requirements, the needs of our children and relevant local and emerging safeguarding risks.

The training requirements for different roles are set out in the Flying High Partnership Safeguarding Training Requirements Matrix, which identifies the appropriate training and frequency for each role.

The FHP Safeguarding Lead also provides regular safeguarding updates and supports schools to maintain current knowledge and practice.

Safeguarding Induction

All new staff will receive safeguarding and child protection induction before or as soon as reasonably practicable after starting work, appropriate to their role.

Induction will include:

- this Child Protection and Safeguarding Policy
- the Staff Behaviour Policy/Code of Conduct
- Behaviour Policy and relevant safeguarding procedures
- the identity and role of the DSL and Deputy DSLs
- safeguarding cover arrangements
- how to recognise, report and record safeguarding concerns
- how to respond to a disclosure
- concerns and allegations about adults
- low-level concerns and self-reporting arrangements
- whistleblowing arrangements
- online safety and staff responsibilities
- filtering and monitoring arrangements
- emergency procedures and direct referral arrangements
- relevant contextual safeguarding information.

Induction will be delivered by a member of the DSL team or another appropriately designated member of senior staff, with the level of information adapted to the person's role.

Completion of induction will be recorded through the school's safeguarding training/induction records.

Staff are responsible for reading and following the current safeguarding policies and procedures and must seek advice from the DSL where they are unsure about a safeguarding responsibility or procedure.

Supply staff, trainee teachers, volunteers, contractors and other adults will receive safeguarding information proportionate to their role and contact with children before working with pupils.

Induction will direct staff to the relevant responsibilities and procedures contained within **Sections C, D, I and K** of this policy.

Staff Training and Safeguarding Updates

All staff will receive appropriate safeguarding and child protection training and regular safeguarding updates.

Safeguarding updates will be provided at least annually, with additional updates provided throughout the year where required.

Updates may include:

- safeguarding spotlight briefings
- staff meetings
- email or written updates
- FHP safeguarding briefings
- training following incidents or emerging concerns
- changes to legislation, statutory guidance or local procedures
- learning from safeguarding reviews, audits or practice.

Training and updates will reflect the school's context and may include:

- recognising and responding to abuse, neglect and exploitation
- Early Help/Family Help and multi-agency working
- children who may be at greater risk of harm
- child-on-child abuse and harmful sexual behaviour
- domestic abuse and Operation Encompass
- children absent from education
- mental health and wellbeing
- child criminal and sexual exploitation
- contextual safeguarding and extra-familial harm
- online safety and generative AI
- filtering and monitoring
- concerns about adults and low-level concerns
- professional boundaries and whistleblowing
- information sharing and confidentiality
- Prevent and radicalisation
- changes to statutory guidance and Nottinghamshire procedures.

The FHP Safeguarding Lead will provide regular updates to support the DSL team and wider school safeguarding arrangements.

Staff who join during the academic year will receive the safeguarding training and induction appropriate to their role rather than waiting until the next whole-school training session.

Staff who are absent when mandatory training is delivered will receive an appropriate catch-up session or alternative training.

DSL and Deputy DSL Training

The DSL and Deputy DSLs will receive safeguarding and child protection training appropriate to their role at least every two years, with regular updates and professional development at least annually.

This will be supported through:

- formal safeguarding training
- FHP safeguarding updates
- Nottinghamshire safeguarding briefings and procedures
- professional networks
- safeguarding newsletters and e-bulletins
- relevant conferences, webinars and specialist training
- learning from safeguarding incidents, reviews and audits.

DSL and Deputy DSL training will support them to:

- understand assessment, referral and child protection processes
- apply Nottinghamshire thresholds and escalation procedures
- contribute effectively to Family Help and multi-agency working
- understand information-sharing and record-keeping requirements
- support children who may be at greater risk of harm
- manage child-on-child abuse and harmful sexual behaviour concerns
- understand contextual safeguarding and extra-familial harm
- understand online safety, filtering and monitoring
- manage concerns and allegations about adults
- support and advise staff
- monitor safeguarding practice
- review and develop safeguarding policies and procedures.

The Headteacher will ensure that DSLs and Deputy DSLs have appropriate time, funding, resources and support to maintain their knowledge and undertake their safeguarding responsibilities effectively.

The FHP Safeguarding Training Requirements Matrix will be used to ensure that DSLs and other designated staff complete the appropriate training within the required timescales.

The responsibilities attached to these roles are set out in **Section C – Designated Safeguarding Lead and Deputy DSLs and Safeguarding Cover**.

Governor Safeguarding Training

Governors will receive safeguarding and child protection training at induction and appropriate safeguarding updates at least annually, supported by the FHP Safeguarding Lead.

Training will support governors to understand their strategic safeguarding responsibilities and provide effective challenge and assurance.

Training will include, where appropriate:

- KCSIE 2026
- safer recruitment
- concerns and allegations about adults
- low-level concerns
- online safety and filtering and monitoring
- children who may be at greater risk of harm
- contextual safeguarding
- child-on-child abuse
- Prevent
- safeguarding governance and assurance
- learning from safeguarding audits and reviews.

The Safeguarding Governor will receive additional training appropriate to their role.

The Safeguarding Governor's role does not remove the responsibility of the governing body as a whole for ensuring that effective safeguarding arrangements are in place.

Training Records and Evaluation

The school will maintain accurate records of safeguarding training and updates.

Records will include, where appropriate:

- participant's name and role
- training completed
- date
- training provider
- renewal or update requirements
- action taken where training has been missed.

Responsibility for maintaining the school's safeguarding training records rests with the Headteacher/Designated Safeguarding Lead and the appropriate school administration/HR function, in accordance with FHP arrangements.

Training records will be reviewed regularly to identify:

- overdue training
- gaps in attendance
- staff requiring catch-up training
- role-specific training requirements
- emerging training needs.

Training will not be evaluated solely by attendance. The school will consider whether training is improving safeguarding practice through:

- staff feedback and confidence
- safeguarding knowledge checks where appropriate
- the quality of safeguarding records and referrals
- learning from incidents and complaints
- safeguarding audits
- supervision and professional discussion
- pupil voice
- FHP safeguarding assurance activity.

Where weaknesses are identified, the school will provide additional training, supervision, guidance or changes to procedures as appropriate.

Safeguarding Training Assurance

Safeguarding training records will be monitored as part of the school's safeguarding assurance arrangements.

The Chair/Safeguarding Governor will review safeguarding training compliance alongside appropriate safeguarding checks, including termly safeguarding assurance and SCR monitoring.

Training compliance will also form part of the FHP safeguarding audit, undertaken with support from the FHP Safeguarding Lead.

Any identified gaps will be recorded and followed up to ensure that required training is completed.

Monitoring Policy Implementation

The Headteacher, DSL and governing body will seek assurance that this policy is understood and implemented effectively.

Monitoring will consider:

- safeguarding concerns, referrals, records and outcomes
- staff understanding and confidence
- children's understanding of how to report concerns

- staff training and compliance
- DSL availability and safeguarding cover
- online safety, filtering and monitoring
- safer recruitment
- concerns and allegations about adults
- low-level concerns
- attendance and children absent from education
- alternative provision and external providers
- contextual safeguarding risks
- actions arising from audits, incidents and safeguarding reviews
- learning from Nottinghamshire and FHP safeguarding updates.

Safeguarding is a standing agenda item at Governing Body meetings and is considered termly**.**

The DSL and Headteacher will provide appropriate safeguarding information and assurance to governors while maintaining the confidentiality of individual children, families and staff.

The governing body will use this information to provide challenge, monitor actions and assure itself that safeguarding arrangements remain effective.

Policy Review

This Child Protection and Safeguarding Policy will be reviewed **at least annually** and sooner where required because of:

- changes to statutory guidance
- changes to Nottinghamshire safeguarding procedures
- changes to FHP safeguarding requirements
- emerging local or national safeguarding risks
- learning from safeguarding incidents or reviews
- findings from audits or assurance activity
- changes to the school's provision, policies or procedures.

Any significant changes will be communicated to staff and incorporated into safeguarding training or updates where appropriate.

Nottinghamshire County Council

Child Protection & Safeguarding Flowchart

Concerned for a child's welfare in and outside of school?
Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to

A child makes a disclosure

- **Listen calmly and attentively**, allow them to speak freely and reassure them that they have made the right choice
- **Use open-ended questions** ("Can you tell me what happened?") and **avoid leading or investigative questions**
- **Reassure them** that they are being taken seriously and will be supported
- **Do not promise confidentiality** — explain that you must share the information to keep them safe
- **Avoid physical comfort gestures** unless **clearly** appropriate.
- **Do not ask the child to write a statement or sign your notes**
- **Record the child's exact words** and any wishes or feelings expressed on paper
- **Report verbally to the DSL** or SLT in DSL's absence and **write up the conversation as soon as possible**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL

Discussing concerns with DSL

- DSL to consider further actions and make necessary decisions
- If unsure call **MASH Consultation Line** for advice: **0115 977 427** (details not to be shared, this is an advice line)
- Concerns, discussion, decisions and reasons for decision should be recorded in writing
- "Confidential concerns" or "Child protection file" should be opened and filed in line with school procedures
- At all stages, the child's circumstance should be kept under review. Re-refer to relevant referral point if

Still concerned in school time?

- Make MASH referral: 0300 500 80 90
- If safe, call Early Help: 0115 804 1248
- Have all child/families

Record all decisions and actions, working to agreed outcomes and within timescales.

Escalate any emerging threats/concerns by adopting NSCP procedures

Out of hours concern?

- Out of hours emergency duty team: 0300 456 45 46

Safeguarding concern resolved/no longer held

- Decide on actioned needed to support child
- Implement any actions and support plans
- Record decisions and ensure follow ups take place

Consult with child and family if necessary

- Agree support and refer to guidance "Pathway to Provision"

Allegations/Concerns regarding adults? (paid or volunteer)

- Call LADO: **0115 804 1272**
- Call NSPCC Whistle Blowing: **0800 028 0285**

Nottinghamshire County Council

Guidance for Using Body Maps to Record Observations of Physical Injury

Where appropriate, **medical assistance should be sought without delay**. **Body maps** are a tool to help staff accurately document and illustrate visible signs of harm or physical injury. They should be used in conjunction with the school's safeguarding recording procedures.

- Always use a **black ink pen** (not pencil), and **do not use correction fluid or erasers**.
- **Do not remove clothing** to examine injuries unless the area is already exposed due to treatment or the child's clothing naturally allows visibility.
- **Staff must not take photographs** of any injuries or marks on a child's body under any circumstances. Doing so may result in the staff member being subject to **managing allegations procedures**. Use the body map provided to record observations in line with this guidance.
- **All concerns must be reported and recorded immediately** to the appropriate safeguarding services, such as the **Multi-Agency Safeguarding Hub (MASH)** or the child's allocated **social worker** if the case is already open to children's social care.

When recording an injury, aim to include the following details for each mark observed (e.g. bruises, cuts, swelling, burns, scalds, lacerations):

- **Exact location** on the body (e.g. upper outer arm, left cheek)
- **Size** of the injury (in centimetres or inches)
- **Shape** of the injury (e.g. round, linear, irregular)
- **Colour** of the injury (note if multiple colours are present)
- Whether the **skin is broken**
- Presence of **swelling**, either at the site or elsewhere
- Any **scabbing, blistering, or bleeding**
- Whether the injury appears **clean or contaminated** (e.g. grit, fluff)
- Any **restriction in mobility** due to the injury

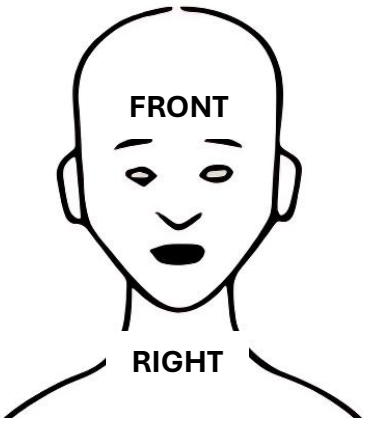
Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

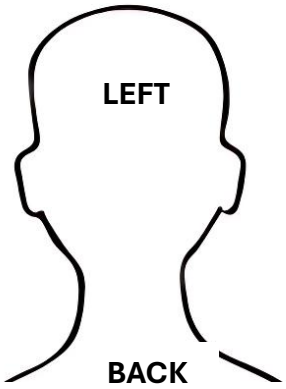
- Whether the site feels **warm to the touch**
- Whether the child appears **feverish or in pain**
- Any changes in the child's **posture or body movement**

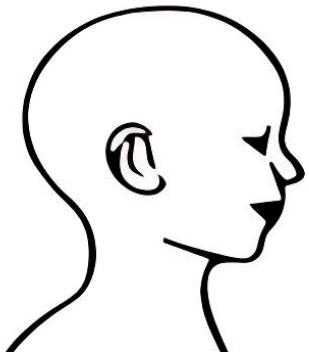
The **date and time** of the observation must be clearly recorded, along with the **name and role** of the person completing the record. Additional comments may be added where relevant. All Body Maps must be scanned into CPOMS as soon as possible after completion.

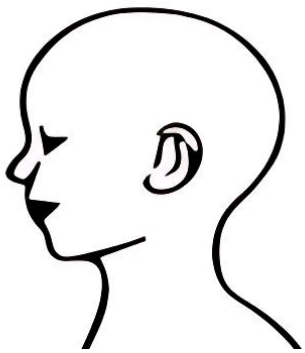
If **First Aid** is administered, this should be recorded appropriately.

A completed body map should be stored securely within the child's **child protection file**. (CPOMS)



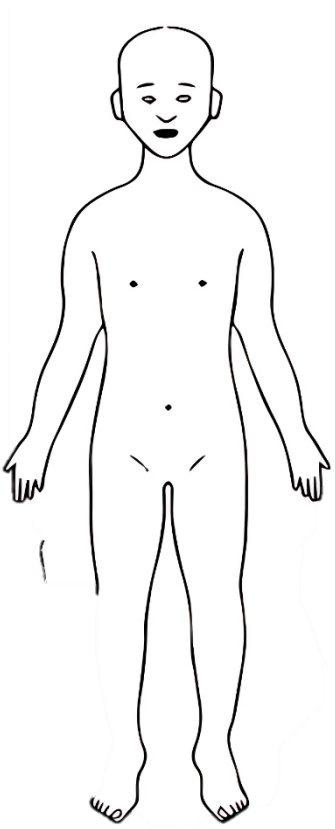




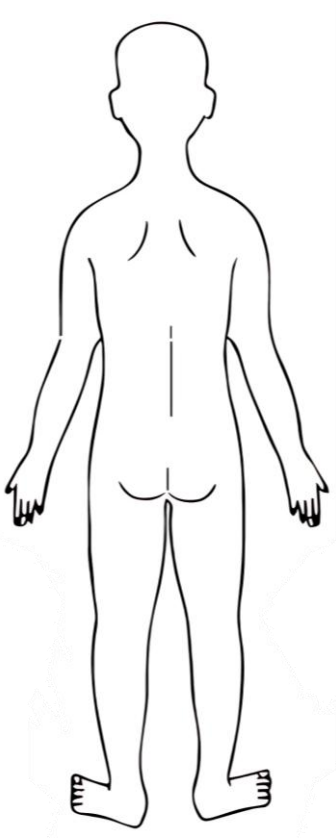


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

FRONT

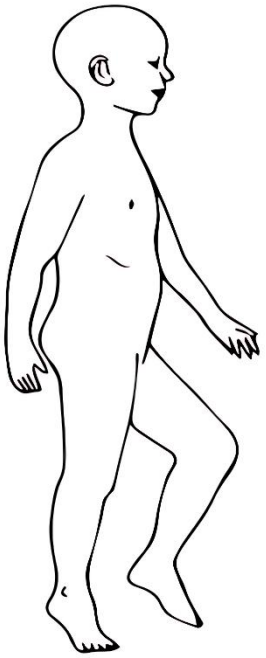


BACK

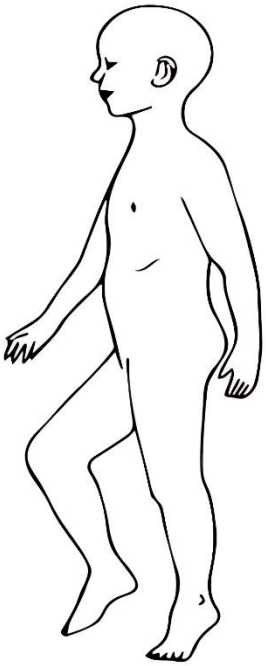


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

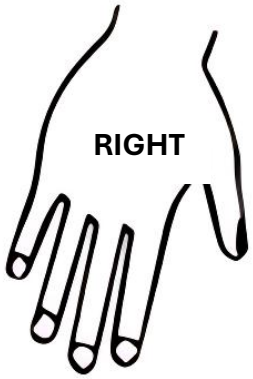
RIGHT



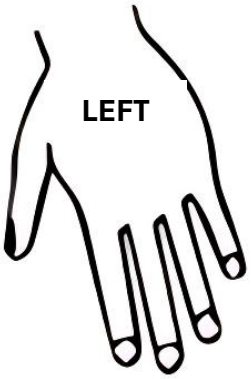
LEFT

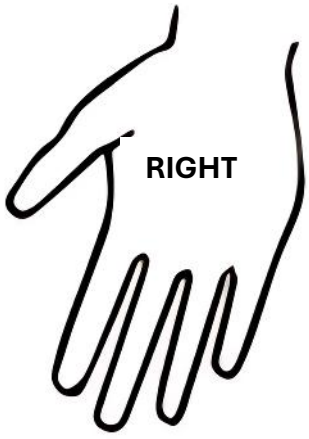


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

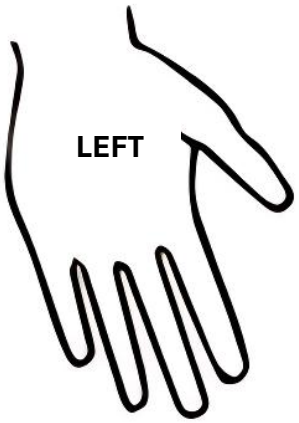


BACK OF HANDS





PALMS

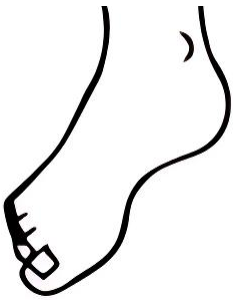


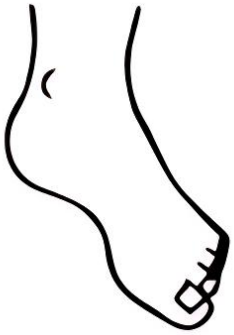
Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

RIGHT

TOP OF FEET

LEFT







RIGHT

BOTTOM OF FEET

LEFT

