

Whole School Child Protection Policy

Northfield Primary and Nursery School

2026 – 2027



This policy includes:

Appendix 1 – Child-on-Child Abuse

Appendix 2 – Harmful Digital/Online Material

Appendix 3 – FGM and Mandatory Reporting

Appendix 4 – Prevent and Radicalisation

Also included: safeguarding flowchart and body map guidance

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Section A - Policy Purpose, Scope and Safeguarding Ethos

The purpose of this policy is to explain how Northfield Primary and Nursery School 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, 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.

Safeguarding Ethos and Commitment

At Northfield Primary and Nursery School, we are committed to creating a safe, inclusive and nurturing environment in which every child feels valued, respected and able to seek help.

Safeguarding is everyone's responsibility and is central to leadership, governance, teaching, pastoral care, recruitment, staff conduct and activities taking place on or away from the premises. We maintain an attitude of **"it could happen here"** and promote a culture of vigilance, openness and professional challenge.

We recognise that children may experience harm within or outside their family, within peer groups, in the community or online. We listen to children and consider their needs, wishes, feelings, lived experience and any barriers that may make it more difficult for them to recognise harm, report concerns or access help. Our whole-school approach includes:

- clear leadership, governance and accountability
- accessible systems for reporting concerns
- prompt reporting, recording, referral and escalation
- safer recruitment and appropriate safeguarding arrangements
- staff induction, training and updates
- appropriate online safety, filtering and monitoring
- preventative education and early identification of need
- effective work with parents, carers and safeguarding partners
- regular review of safeguarding information, policies and practice

This commitment underpins our whole-school approach and reflects our belief that every child has the right to feel safe, be heard and receive appropriate help and protection.

All staff must understand their safeguarding responsibilities, follow the procedures set out in this policy and report concerns without delay. The absence of the Designated Safeguarding Lead or a deputy must not prevent or delay appropriate action. Government guidance and advice can be found in What To Do If You're Worried A Child Is Being Abused.

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

Reporting Systems for Children

Children are provided with well-promoted, accessible and age-appropriate ways to report safeguarding concerns. They are helped to understand:

- who they can speak to
- how they can report a concern
- that they will be listened to, taken seriously and supported
- what may happen after they report a concern
- what support is available.

Safeguarding concerns are reported promptly to the DSL/deputy DSLs and recorded securely on CPOMS in line with school procedures. For children with SEND, reporting systems are adapted to individual communication and accessibility needs, ensuring they can express concerns safely and are listened to.

Safeguarding flowcharts

Safeguarding flowcharts are displayed in every classroom to ensure that all children are aware of how and where they can seek help if they have a worry or concern. The flowcharts clearly identify trusted adults they can speak to and explain how they can report a concern.

The information reassures children that they will be listened to, taken seriously and supported. It also provides age-appropriate information about what may happen after a concern is reported, helping children to understand the safeguarding process and reducing any anxiety about speaking out.

Children are also made aware of the support available to them within school and are encouraged to speak to a trusted adult whenever they feel worried, unsafe or concerned about themselves or someone else. This ensures that safeguarding information is visible, accessible and consistently communicated across the school.

Related Policies and Procedures

This policy forms part of the school's wider safeguarding arrangements and should be read alongside other relevant policies and procedures. The following policies contribute to the whole-school approach to safeguarding:

- Acceptable behaviour of adults in school
- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Computing policy – including Online Safety Acceptable Use Policy
- Attendance policy
- Personal and intimate care policy
- Administration of medicine in a school setting policy
- SEND Policy

- Critical incidents policy
- GDPR regulations
- Whistleblowing Policy
- Visitors and VIPs Procedures and Arrangements
- Relationships, Sex and Health Education (RSHE) policy

Review, Approval and Public Availability

This policy is reviewed at least annually and updated sooner where required by changes to legislation, statutory or local guidance, our safeguarding arrangements or learning from practice.

The governing body seeks assurance that the policy is understood and effective in practice and does not treat annual review and approval solely as a procedural exercise.

The policy is:

- made available to all staff and included within safeguarding induction
- communicated to staff whenever it is updated
- published on the school's website or made available by other appropriate means
- communicated appropriately to parents and carers

Our school will ensure that superseded versions are removed from staff systems, induction materials and policy collections, while retaining previous versions in accordance with its document-retention arrangements

Section B - Statutory and Local Safeguarding Framework

Our safeguarding arrangements are informed by national legislation, statutory guidance and Nottinghamshire's local multi-agency safeguarding procedures. Together, these establish the responsibilities and standards that we must follow to safeguard and promote the welfare of children.

Statutory Guidance

This policy has been developed with regard to:

- [Keeping Children Safe in Education 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 statutory framework](#), where applicable
- other statutory guidance relevant to our school's legal status, age range and provision

Legal Responsibilities

Our safeguarding responsibilities arise from legislation and regulations which include, where applicable:

- the Children Acts 1989 and 2004
- the Education Act 2002
- the Education (Independent School Standards) Regulations 2014
- the Non-Maintained Special Schools (England) Regulations 2015

- the Education and Training (Welfare of Children) Act 2021
- the Childcare Act 2006 and relevant disqualification regulations
- the Counter-Terrorism and Security Act 2015
- the Domestic Abuse Act 2021
- the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- the Human Rights Act 1998 and Equality Act 2010
- legislation concerning specific safeguarding duties, including female genital mutilation

Other legislation and regulations may apply according to our school's legal status and the services it provides. The governing body is responsible for ensuring that our school's safeguarding arrangements comply with the law and have regard to relevant statutory guidance.

Nottinghamshire Safeguarding Arrangements, Local Thresholds and Referrals

At Northfield Primary and Nursery School, we follow the multi-agency safeguarding arrangements, procedures and guidance published by the Nottinghamshire Safeguarding Children Partnership. We use Nottinghamshire's current threshold criteria and referral pathways to consider what help or protection a child may need.

A Family Help assessment is not required before making a referral to children's social care.

Detailed reporting and referral procedures are set out in Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals. The continuum of support and protection is explained in Section E: Continuum of Help and Protection.

We will use Nottinghamshire's professional challenge and escalation procedures where concerns are not adequately addressed, or a child's circumstances are not improving.

Further information: Nottinghamshire Safeguarding Children Partnership procedures, Nottinghamshire Framework for Support and Nottinghamshire MASH referral arrangements

Section C - Safeguarding Leadership, Governance and Responsibilities

At Northfield Primary and Nursery School, safeguarding is a shared responsibility supported by clear leadership and effective governance. Everyone working in or on behalf of our school must act on concerns and must not assume that another person will take action or share information that may be critical to keeping a child safe.

Governing Body

The governing body has strategic leadership responsibility for safeguarding. It will ensure that:

- safeguarding policies, procedures and training comply with the law and are effective in practice;
- a senior member of staff is appointed as DSL and appropriately trained deputies provide effective cover
- the DSL and deputies have the authority, time, funding, training, resources and support required
- children have accessible and well-promoted ways to report concerns
- appropriate safer recruitment, online safety and allegations-management arrangements are maintained

- safeguarding arrangements meet the needs of children who may be at greater risk of harm
- leaders provide sufficient information and assurance to support effective scrutiny and improvement

The appointed safeguarding governor supports strategic oversight but does not remove responsibility from the governing body as a whole.

Headteacher

The Headteacher, Julian Fieldwick, is responsible for implementing the safeguarding arrangements agreed by the governing body. He:

- promotes a culture in which safeguarding is everyone's responsibility
- ensures that staff understand and follow this policy
- ensures that concerns are reported, recorded and acted upon promptly
- supports the other DSLs and deputies and maintain effective safeguarding cover
- ensures that staff and other relevant adults receive appropriate safeguarding induction and training
- oversees the implementation of safer recruitment and safeguarding procedures
- keeps the governing body informed about safeguarding risks, practice and required improvements

The Headteacher at Northfield is also the DSL. Sufficient time and resources are provided for both roles, and appropriate arrangements manage any conflict of interest.

Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection. The DSL will:

- advise and support staff and coordinate the response to safeguarding concerns
- make or support referrals and liaise with children's social care, police, health and other services
- understand Nottinghamshire's thresholds, referral pathways and escalation procedures
- contribute to Family Help, statutory assessments, child protection processes and multi-agency meetings
- promote lawful and timely information sharing and maintain secure child protection records
- ensure that staff understand how to report concerns and make direct referrals
- consider children's wishes, feelings, lived experiences and additional barriers to receiving help
- work with the Designated Teacher, SENCO, senior mental health lead and other relevant professionals
- advise leaders and governors about safeguarding risks, patterns and required improvements.

The DSL will be available during school hours for staff to discuss safeguarding concerns. Where this is not possible, the agreed safeguarding cover arrangements will apply.

Detailed procedures for responding to concerns, making referrals and coordinating support are set

out in Section D: Recognising, Reporting and Recording Concerns and Section E: Early Support, Family Help and Child Protection.

Further information: [KCSIE 2026, Annex B – Role of the DSL](#)

Deputy DSLs and Safeguarding Cover

Deputies are trained to the same standard as the DSL and may undertake delegated safeguarding activities. When the DSL is unavailable:

- staff should report concerns to a deputy DSL
- concerns must continue to be reviewed and acted upon without delay
- urgent action or referral must not wait for the DSL's return

Any member of staff may make a direct referral or contact the police where necessary. An untrained senior leader does not automatically assume the role of the DSL or a deputy.

In the absence of the DSL, safeguarding concerns are reported to the Deputy DSLs, who have the delegated authority and responsibility to respond, record, monitor and escalate concerns as appropriate. Clear communication is always maintained with the DSL, ensuring they remain informed of significant concerns and actions taken wherever practicable, including referrals to MASH or other agencies.

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

For consistency with statutory guidance, this policy will use the terms “Looked-After Children” and “Previously Looked-After Children” to remain in line with KCSIE 2026. Nottinghamshire uses the term, “Children We Care For” for “Looked-After Children”. As of publishing, both sets of terminology will be in use until the previous terms are phased out nationally.

The Designated Teacher works with the DSL, SENCO, Virtual School, social workers, carers and other professionals to promote children's educational achievement, welfare and safety. They will contribute to Personal Education Plans, and ensure relevant staff understand the child's needs and support appropriate information sharing during transitions.

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

Further information: [Designated teacher for looked-after and previously looked-after children](#)

Responsibilities of All Staff

All staff must maintain an attitude of **“it could happen here”** and act in the best interests of the child. They must:

- read and understand KCSIE 2026, this policy and other safeguarding information relevant to their role
- know who the DSL and deputies are and understand the safeguarding cover arrangements
- recognise, report and record concerns without delay
- 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 the DSL to delay action
- share relevant information appropriately and never promise to keep a safeguarding disclosure secret
- report concerns about adults and unsafe safeguarding practice;
- complete safeguarding training and updates appropriate to their role

Multi-Agency Working

Northfield Primary and Nursery School will work with safeguarding partners and other agencies to help, support and protect children. We will share relevant information, contribute to assessments, plans and meetings, complete agreed actions and respond promptly to requests.

Where concerns remain or progress is insufficient, staff will seek feedback and use Nottinghamshire's professional challenge and escalation procedures.

Our contribution to Early Help, Family Help and statutory plans is explained in Section E: Multi-Agency Plans and Review.

Section D - Recognising, Reporting and Recording Concerns

At Northfield Primary and Nursery School, staff report safeguarding concerns without delay, even where information is limited or they are uncertain whether harm has occurred.

Staff should be alert to changes in a child's behaviour, presentation, wellbeing, attendance, relationships, progress, health, online activity or wider circumstances. Concerns may arise within or outside the family, within peer groups, in the community or online, and different forms of harm may overlap.

Staff must remain professionally curious and avoid assumptions based on a child's characteristics, needs or behaviour.

Responding to a Disclosure

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

- listen calmly, give the child their full attention and allow them to speak at their own pace
- use open prompts only where clarification is necessary and avoid leading, investigative or repeated questions
- reassure the child that they have done the right thing and explain that information must be shared with those who can help
- never promise confidentiality, make judgements or confront the person alleged to have caused harm
- not ask the child to write a statement, sign notes or repeat their account unnecessarily
- record the child's words, wishes and feelings as accurately as possible
- report the concern to the DSL or a deputy immediately

Staff must not investigate the concern themselves or confront the person alleged to have caused harm.

Where a concern involves nudes or semi-nudes, including AI-generated or altered imagery, staff must not intentionally view, copy, print, forward, save or ask the child to share the imagery. The concern must be reported to the DSL immediately. Where a concern involves harmful digital material, staff must also follow Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

Further information about recognising abuse, neglect and exploitation is available in [What to do if you're worried a child is being abused: advice for practitioners](#) and through the [NSPCC](#).

Reporting Safeguarding Concerns

Staff must report concerns to the DSL or a deputy without delay using the school's agreed procedure:

Northfield Primary School's specific reporting procedure: All safeguarding concerns are recorded promptly on CPOMS. However, recording a concern on CPOMS does not replace the need for immediate verbal communication. Where a concern is urgent, significant or requires immediate action, staff must speak directly to the DSL or Deputy DSL without delay. This ensures that concerns are received, reviewed and acted upon promptly, with CPOMS providing a secure record and audit trail of actions taken.

Safeguarding concerns may also be reported outside of school hours, normally directly to the Headteacher/DSL, who will ensure that appropriate action, recording and referral take place. This ensures that concerns are received, monitored and acted upon promptly, irrespective of when they arise.

If the DSL is unavailable, staff must follow Section C: Deputy DSLs and Safeguarding Cover. The absence of the DSL or a deputy must not delay action.

Any member of staff may make a direct referral to children's social care where necessary. Staff should inform the DSL as soon as possible after making a direct referral, unless there is a valid reason not to do so.

Immediate Danger and Referrals

Where a child is in immediate danger or requires urgent protection, staff must contact the police on **999** and make an immediate referral to children's social care where appropriate.

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 MASH](#) without delay.

A Family Help assessment is not required before making a referral. Seeking advice, consulting the DSL or attempting to obtain consent must not delay protective action.

The available support and statutory pathways are explained in Section E: Continuum of Help and Protection.

Recording Concerns, Decisions and Actions

All safeguarding concerns, discussions, decisions, actions and outcomes must be recorded on CPOMS promptly. Records should include:

- the child's identifying details and the date, time and context of the concern

- a clear and factual account, including the child's own words, wishes and feelings where possible
- relevant observations, including the location and appearance of any injury
- the name and role of the person making the record
- when and to whom the concern was reported
- advice received, action taken and decisions made
- the outcome and arrangements for follow-up or support

Records will always ensure clarity regarding distinguishing between fact, observation, professional opinion and information provided by another person.

Staff must not photograph a child's injury, mark or physical indicator for safeguarding-recording purposes. A body map must be used only to record the location and observable appearance of an injury. Staff must not attempt to diagnose the injury, estimate its age 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.

Child protection records must be confidential, securely stored and kept separately from the main pupil or student record. Access should be restricted to those who need the information to safeguard or support the child.

Confidentiality and Information Sharing

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

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 necessary to safeguard or promote a child's welfare. Consent is not always required where another lawful basis applies, and data protection law must not prevent or delay safeguarding action.

Where safe and appropriate, children and parents or carers will be informed about what information will be shared, with whom and why. Information may be shared without their knowledge or consent where seeking consent could increase risk, prejudice an investigation or cause unjustified delay.

Decisions to share or withhold information and the reasons for them will be recorded.

Consent for Early Help and Family Help is addressed in Section E: Consent and Working with Families.

Further guidance: [Information sharing advice for practitioners](#) and [Data Protection in schools](#)

Referral Feedback and Escalation

Children's social care should acknowledge a referral and decide the next course of action within one working day. The referrer should follow up if appropriate feedback is not received.

Where the response does not address the concern, or the child's circumstances are not improving, we will use Nottinghamshire's professional challenge and escalation procedures. Staff must continue to report new information while awaiting a response.

Referral to another agency does not end our responsibility to safeguard and support the child.

Transfer of Child Protection Records

When a child moves school or college, the DSL will transfer the child protection file securely and separately from the main pupil record within five days of an in-year transfer or; within the first five days of a new term.

Confirmation of receipt must be obtained. Relevant safeguarding and risk information will be shared in advance where necessary to enable the receiving school to assess risk and arrange support.

We will retain a record of the transfer in accordance with our retention procedures.

Support Following a Safeguarding Concern

We recognise that disclosures and safeguarding processes may be distressing. We will consider appropriate pastoral, therapeutic or specialist support, safety planning, reasonable adjustments and staff wellbeing support according to individual need.

Support will be reviewed as circumstances change and will not replace any required referral, investigation or protective action.

Section E - Early Support, Family Help and Child Protection

At Northfield Primary and Nursery School, we recognise that children and families should receive the right help at the right time. We will identify additional needs early, provide support within our school where appropriate and work with other services when a coordinated or statutory response is required.

Support will be based on the child's needs and circumstances. It will not delay a referral to children's social care 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: Reporting Safeguarding Concerns and Immediate Danger and Referrals.

Continuum of Help and Protection

The support available to children and families may include:

- pastoral support within our school
- universal services and community-based early help
- targeted support through Nottinghamshire Early Help services or Family Help
- support for a child in need under section 17 of the Children Act 1989
- child protection action under section 47 of the Children Act 1989

The level of support may change as needs increase, reduce or become better understood. Staff must continue to report new or escalating concerns and must not assume that existing support or agency involvement means that further action is unnecessary.

Pastoral and Community-Based Support

Where needs can be met safely within our school or through universal services, support may include:

- pastoral care - pastoral support is provided through our Family Support Worker, Mrs Greaves, who offers a trusted and accessible source of support for pupils and families. She works closely with children, parents/carers and school staff to identify and respond to individual needs, including emotional wellbeing, family circumstances, attendance, behaviour and wider barriers to learning. Support is tailored to the needs of individual children and may include regular check-ins, targeted support, liaison with families and signposting or referrals to appropriate external services. Mrs Greaves works closely with the DSL and wider safeguarding team, ensuring that any safeguarding concerns identified through pastoral work are shared promptly and managed in accordance with our child protection procedures. This provides an important additional layer of support alongside our teaching, safeguarding and SEND provision.
- pastoral care and regular contact with a trusted adult
- attendance, behaviour, SEND or mental health support
- reasonable adjustments and individual support plans
- help from health, family, community or voluntary services
- advice or support through Nottinghamshire Family Hub Networks

Support should have clear aims and be reviewed to determine whether it is improving the child's circumstances. Where needs are increasing, support is ineffective or safeguarding concerns arise, the DSL should consider additional help or referral to children's social care.

Early Help and Family Help

Staff should be alert to children and families who may benefit from coordinated help. This may include circumstances involving absence from education, SEND or health needs, mental health, domestic abuse, family difficulties, caring responsibilities, exploitation or several needs which cannot be addressed effectively by one service.

The DSL will use Nottinghamshire's current threshold guidance and may consult the Early Help Unit or other relevant services.

Family Help brings services together through a coordinated assessment and plan. Education staff may be asked to contribute information, attend meetings, complete agreed actions, review progress or act as lead practitioner where appropriate and supported by local arrangements.

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

Further information and local support can be sought through the Family Hub Networks.

Consent and Working with Families

Early Help and targeted Family Help are voluntary and should be undertaken with the family's consent. The child and family should understand:

- what support is being offered and why
- what information will be shared
- which practitioners or services will be involved
- how progress will be reviewed

If consent is refused, the DSL will consider why support has been declined, whether needs can be addressed in another way and whether the level of concern requires referral to children's social care.

Consent is not required before making a child protection referral or where another lawful basis permits information sharing. Refusal of support must not delay action where a child may be at risk of harm.

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

Family Help Assessments and Plans

Where Family Help is appropriate, the assessment and plan should be child-centred, proportionate and informed by the family's strengths and needs. It should:

- reflect the child's wishes, feelings and lived experience
- consider the needs of other children and adults within the family
- identify risks, strengths, needs and desired outcomes
- set out the support to be provided and who is responsible for each action
- include clear review arrangements
- be updated when circumstances or risks change

A Family Help assessment is not required before making a referral to children's social care.

Family Networks and Family Group Decision-Making

Where safe and appropriate, the child's wider family network may be involved in identifying support and developing a plan. This may include family group decision-making or a family group conference.

The child's welfare and best interests remain central. Family involvement must not delay protective action or result in information being shared with a person who may place the child or another person at greater risk.

Children in Need

Under section 17 of the Children Act 1989, a child may be considered 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, we will:

- share relevant information

- contribute to assessments, plans and reviews
- carry out agreed actions
- monitor the child's attendance, presentation, welfare and progress
- report new or escalating concerns promptly

Subject to local arrangements, an appropriately skilled practitioner who is not a social worker may act as the lead practitioner 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 MASH without delay. We will cooperate with child protection enquiries and processes by:

- providing relevant information promptly
- attending strategy discussions, child protection conferences, core groups and reviews
- contributing informed reports and professional views
- completing agreed actions within the required timescale
- supporting the child within our school

Section 47 enquiries and child protection plans must be led by a qualified social worker. Our involvement will continue for as long as help or protection is required.

Operation Encompass

We receive Operation Encompass notifications where police have reasonable grounds to believe that a child may be a victim of domestic abuse. A child may be affected even where they were not present during the incident or normally live elsewhere. Notifications will be:

- received and stored securely
- shared only with staff who need the information to safeguard or support the child
- considered alongside other information known about the child and family
- used to arrange appropriate safeguarding and pastoral support

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, we will follow our safeguarding and referral procedures.

Further information about supporting children affected by domestic abuse is set out in Section F: Children Affected by Domestic Abuse.

Multi-Agency Plans and Review

The school will contribute fully to Early Help, Family Help, child-in-need and child protection plans. Staff attending meetings should be appropriately informed and able to contribute to decision-making. We will:

- provide clear, accurate and relevant information
- consider the child's wishes, feelings and lived experience
- complete agreed actions within the required timescales
- maintain appropriate records

- monitor whether support is improving the child's circumstances
- report and escalate concerns where risk increases or progress is insufficient

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

Where concerns remain or progress is insufficient, staff must follow Section D: Referral Feedback and Escalation.

Further information: [Working Together to Safeguard Children 2026](#)

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

At Northfield Primary and Nursery School, we recognise that any child may experience abuse, neglect, exploitation or other harm. Some children may face additional risks or barriers that make it more difficult for them to recognise harm, report concerns or receive appropriate help.

Staff will consider each child's individual circumstances, needs and lived experience. Membership of a particular group does not mean that a child is experiencing harm, and support will be based on assessment of the individual child rather than assumptions or stereotypes.

Children with Special Educational Needs, Disabilities or Health Conditions

Children with special educational needs, disabilities or health conditions may experience additional safeguarding barriers. These can include:

- assumptions that behaviour, mood or injury relates to the child's needs or condition
- communication difficulties or limited opportunities to report concerns
- difficulty recognising that behaviour towards them is abusive
- increased dependence on adults for care, communication or mobility
- intimate or personal care needs
- social isolation or bullying
- greater exposure to online risks
- a disproportionate impact from harm without outward signs

Additional risks for children with SEND at Northfield are:

- Limited access to support outside school – families may experience difficulties accessing health, social care or specialist services, increasing reliance on school to identify concerns and provide early support.
- Poor attendance or persistent absence – SEND-related difficulties, anxiety, family circumstances or unmet needs may contribute to absence, reducing the child's contact with trusted adults and making safeguarding concerns harder to identify.
- Exploitation and grooming – children with SEND may be particularly vulnerable to adults or peers who exploit their need for friendship, belonging, attention or support.
- Peer exploitation – a child may be encouraged, coerced or manipulated into behaviour they do not fully understand, including harmful or risky behaviour.
- Difficulty understanding healthy relationships and boundaries – some children may need explicit teaching around consent, personal space, appropriate touch, friendships, secrets and recognising unsafe behaviour.

- Increased vulnerability to bullying and discriminatory behaviour – particularly where SEND, poverty, appearance, communication difficulties or other differences make a child stand out from their peers.
- Online grooming and exploitation – children may have difficulty understanding the intentions of others online, distinguishing genuine relationships from manipulation, or recognising when online content or communication becomes harmful.
- Difficulty disclosing abuse involving a trusted adult – particularly where the child depends on that adult for communication, intimate care, mobility or other support.
- Over-reliance on familiar adults – a child who is highly dependent on particular adults may be less able to challenge inappropriate behaviour or recognise that an adult's behaviour is unsafe.
- Social isolation and lack of protective peer relationships – SEND and social disadvantage can combine to reduce opportunities for positive friendships and belonging.
- Hidden harm – distress may present through changes in behaviour, attendance, emotional regulation or engagement rather than an obvious disclosure or physical indicator.

Staff must remain professionally curious and avoid allowing a child's needs, disability or diagnosis to distract from possible safeguarding concerns. Communication and reporting arrangements will be adapted to the child's needs, and the DSL will work with the SENCO, health professionals, parents or carers and other agencies where appropriate.

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

Further information: [SEND Code of Practice, Supporting pupils at school with medical conditions](#) and [Nottinghamshire SEND local offer](#)

Children with a Social Worker

Children may have a social worker because of safeguarding or welfare needs. Their experiences of abuse, neglect or family adversity may affect their attendance, behaviour, wellbeing, learning and relationships.

The DSL will use relevant information about the child's social worker to inform decisions about safety and support. We will contribute to assessments and plans and report new or escalating concerns promptly.

Staff must not assume that children's social care involvement means that another professional will act.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements](#)

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 and may require additional safeguarding and pastoral support.

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

For a looked-after child, the DSL should hold details of the child's social worker and the relevant Virtual School Head.

The responsibilities of the Designated Teacher are set out in Section C: Designated Teacher.

Further information: [Promoting the education of looked-after and previously looked-after children and Nottinghamshire Virtual School](#)

Children in Kinship Care and Private Fostering Arrangements

Children living in kinship care may require support arising from changes in family relationships, care arrangements or previous experiences. We will respond to individual needs and signpost carers to relevant local support.

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. We will notify the local authority where required and will not assume that another person has already done so.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements, Nottinghamshire Kinship Support Service, and Private Fostering Procedures](#)

Young Carers

A young carer is a child who provides, or intends to provide, care for another person. Caring responsibilities may affect their wellbeing, attendance, relationships or educational progress.

Staff should report concerns about possible caring responsibilities to the DSL. We will consider appropriate pastoral support, assessment and referral to relevant services.

We recognise that some children within our school may have significant caring responsibilities at home, although we may not always know that a child is a young carer, and the child themselves may not recognise or identify themselves as one. Caring responsibilities can become normalised within family life and may remain hidden from professionals. Staff are therefore alert to possible indicators, including tiredness, anxiety, changes in behaviour or attendance, difficulty completing work, emotional maturity beyond the child's age, or a child appearing particularly preoccupied with the wellbeing of a family member. We seek to understand the child's individual circumstances, provide appropriate pastoral and safeguarding support, and work with families and relevant services to ensure that caring responsibilities do not adversely affect the child's wellbeing, education or safety.

Further information: [Young Carers Notts](#)

Children Absent from Education

Repeated or prolonged absence from education may be an indicator of abuse, neglect, exploitation, mental health difficulties, safeguarding risks within the home or other unmet needs. We will:

- monitor attendance and patterns of absence
- respond promptly to unexplained or concerning absence

- make reasonable enquiries to establish the child's whereabouts and welfare
- consider absence alongside other safeguarding information
- share information and work with parents, carers and relevant agencies
- refer or escalate concerns where the child cannot be located, risk is increasing or circumstances are not improving

Staff must follow our school's attendance and children missing education procedures. Attendance concerns must not be treated solely as an administrative matter where there may be a safeguarding risk.

Further information: [Working together to improve school attendance](#), [Children missing education](#) and [Nottinghamshire Children Missing Education arrangements](#)

Children Receiving Alternative Provision

The commissioning school (Northfield) retains responsibility for safeguarding a child placed in alternative provision. Before and during a placement, we will:

- obtain written assurance about the provider's safeguarding checks and arrangements
- know where the child is being educated, including any subcontracted or satellite provision
- share relevant safeguarding and risk information
- monitor attendance, welfare, progress and the suitability of the placement
- review the placement at least half-termly
- act immediately where concerns arise, ending the placement if it is no longer safe or suitable

Any change to the provider, location or circumstances of the placement which may increase risk must be considered promptly.

Commissioning, provider-assurance and placement arrangements are set out in Section L: Alternative Provision.

For more information: [Alternative Provision - Statutory 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 present during an incident or normally live elsewhere.

We will consider Operation Encompass notifications alongside other information known about the child and provide appropriate safeguarding and pastoral support. Operation Encompass notification and support arrangements are set out in Section E: Operation Encompass.

For more information: [Domestic Abuse Act - Statutory Guidance](#)

Mental Health, Self-Harm and Suicide Risk

Mental health difficulties may indicate that a child has experienced or is at risk of abuse, neglect or exploitation. Concerns involving self-harm, eating disorders, suicidal thoughts or another risk to safety must be reported promptly.

We will consider immediate safety and medical needs, listen to the child, involve parents or carers where safe and appropriate and seek support from relevant health or specialist services.

Where there is an immediate risk to life or serious injury, staff must contact emergency services on **999**. A safeguarding referral will be made where concerns may be linked to abuse, neglect, exploitation or significant harm.

Where there is an immediate safeguarding or child protection concern, staff must follow Section D: Immediate Danger and Referrals.

For more information: [Promoting and supporting mental health and wellbeing in schools and colleges](#), [Mental health and behaviour in schools](#) and [MHST Support](#)

Children at Risk of Exploitation, Modern Slavery or Serious Violence

Children may be harmed through criminal exploitation, sexual exploitation, county lines, financial exploitation, trafficking, modern slavery, radicalisation or serious violence. Apparent offending or harmful behaviour may be a sign that a child is being groomed, coerced, controlled or exploited. Staff should be alert to indicators including:

- unexplained money, possessions, travel or changes in relationships
- repeated absence or being found away from home or the school
- association with older individuals or controlling peer groups
- threats, intimidation, debt or fear
- carrying weapons or involvement in serious violence
- unexplained injuries or changes in behaviour
- increased secrecy or use of multiple devices or accounts
- concerning online contact or activity

Concerns must be reported promptly. We will consider risks to the child and others, including risks associated with peer groups, transport routes, locations around our school and online environments.

Wider contextual risks and responses are addressed in Section G: Contextual Safeguarding and Extra-Familial Harm.

For more information: [Modern slavery: how to identify and support victims](#), [Youth Endowment Fund](#), [Prevent Duty Guidance](#), [Nottinghamshire Child Exploitation Procedures](#), and [Nottinghamshire Prevent Referrals](#)

Children with Protected Characteristics

We are committed to safeguarding practice that is inclusive, anti-racist, anti-discriminatory and culturally informed.

Staff are alert to bias, stereotyping and adultification, including assumptions that a child is older, more resilient or less in need of protection than they are. Cultural or religious considerations must not prevent professional curiosity or delay action.

Children who are lesbian, gay or bisexual, or perceived to be, may face additional bullying, prejudice or abuse. We provide a safe environment in which concerns can be reported and support accessed.

Children Questioning Their Gender

Children questioning their gender may experience bullying, distress, social isolation or other safeguarding concerns. Staff respond sensitively, consider the child's individual circumstances and

act in their best interests. Requests for support with social transition will be considered in accordance with KCSIE 2026, applicable legislation and our relevant procedures. Decisions will:

- consider the child's age, needs, wishes, feelings and circumstances
- involve parents or carers unless there is a safeguarding reason not to do so
- involve the DSL where safeguarding considerations arise
- consider relevant professional advice
- be recorded accurately and shared only where necessary
- be reviewed when needs or circumstances change

We will challenge bullying, harassment and discrimination and provide appropriate support to any child who wishes to reconsider or reverse an earlier request.

Further information: [KCSIE 2026, Children who are questioning their gender](#)

Individual Support and Review

Children in our school will be offered tailored support that matches their need and circumstance. Support may include a trusted adult, accessible reporting arrangements, pastoral or communication support, reasonable adjustments, an individual safety plan, work with parents or carers and referral to Early Help, Family Help or specialist services.

Support will be reviewed when circumstances or risks change. Staff must continue to report new concerns where a child already receives support or is known to other services.

Northfield Primary School has robust systems in place to identify, record and review children who may be at greater risk of harm or who require additional safeguarding support. Staff are vigilant and have a strong knowledge of the children and families within the school community, enabling them to recognise changes in presentation, behaviour, circumstances or family needs at an early stage.

Children and families identified as vulnerable are carefully monitored and recorded through CPOMS and the school's 'Safeguarding on a Page' system. These systems ensure that relevant safeguarding information is recorded securely, shared appropriately with those who need to know, and regularly reviewed by the Designated Safeguarding Lead (DSL) and safeguarding team.

All staff maintain a high level of professional curiosity and vigilance towards vulnerable children and families. Information and concerns are communicated effectively within the DSL team and with relevant staff so that appropriate support can be put in place promptly. Support is tailored to the individual needs of the child and family and may include increased monitoring, additional pastoral support, targeted interventions or support from external agencies where appropriate.

The school's Family Support Worker, Mrs Greaves, works closely with identified children and families, providing practical and emotional support and helping families to access appropriate services where required. The DSL and safeguarding team also maintain positive, supportive relationships with families and work collaboratively with them to promote children's safety and wellbeing.

The needs and circumstances of vulnerable children are reviewed regularly, with safeguarding records updated as appropriate. This ensures that support remains proportionate, responsive and focused on reducing risk and promoting positive outcomes for every child.

The available support pathways are set out in Section E: Continuum of Help and Protection.

Section G - Contextual Safeguarding and Extra-Familial Harm

At Northfield Primary and Nursery 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 will consider the people, places and relationships surrounding a child, understand their lived experience and work with children, families and safeguarding partners to identify and reduce risks.

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

Different forms of harm may overlap. A child may experience harm in several contexts or 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 or other concerning behaviour may indicate that a child is being groomed, coerced, controlled or exploited.

Specific considerations relating to exploitation and serious violence are set out in Section F, and child-on-child abuse is addressed in Section H.

Recognising Contextual Concerns

At Northfield Primary School, we are aware of our contextual safeguarding issues. These issues are set out in the table below. This is not a definitive list; it outlines the main areas of concern. We work closely with our local safeguarding partners to monitor emerging risks, and we adapt our provision accordingly.

We are 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
- 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.

Understanding Our Local Safeguarding Context

Contextual Concerns	How we aim to address it
Harmful online interactions, e.g. online exploitation and online bullying.	Northfield Primary School provides a comprehensive programme of education to ensure that children are equipped with the knowledge, skills and confidence to recognise and respond appropriately to online risks. Through our curriculum, children receive age-appropriate lessons and resources that address a range of online safety issues, including grooming, inappropriate content, online communication, social media and other potential dangers. We also provide parents and carers with information and guidance to support them in understanding and managing the online risks their children may encounter. The school keeps abreast of emerging online trends, platforms and influences and considers how these may impact on children's safety, wellbeing and behaviour. Online safety is addressed proactively through lessons, discussions and ongoing pastoral support. Children are encouraged to develop critical thinking, make safe and responsible choices online, and understand how and when to seek help if they encounter something that makes them feel uncomfortable, worried or unsafe.
The risk of radicalisation.	Northfield Primary School takes a proactive approach to preventing radicalisation and protecting children from the risk of being drawn into extremist or harmful ideologies. Staff remain vigilant to changes in children's behaviour, attitudes or presentation that may indicate that a child is vulnerable or requires additional support. Where concerns arise, these are explored sensitively with the child and managed in accordance with the school's safeguarding procedures. The promotion of British Values is an integral part of our curriculum and wider school life. Through teaching, discussion and our school ethos, children are encouraged to develop respect for others, tolerance, democracy, the rule of law, individual liberty and an understanding of different beliefs and perspectives. We also provide parents, carers and families with information and guidance to help them understand and manage online risks,

	recognising the potential for children to be exposed to inappropriate or extremist content online. All staff receive regular Prevent training and are kept up to date with their responsibilities. Staff are confident in recognising indicators of radicalisation and extremism and understand how to report and respond to concerns promptly through the appropriate safeguarding channels.
Child-on-child harm.	The school takes a proactive and robust approach to recognising, preventing and responding to child-on-child harm. All concerns, incidents or behaviours that could constitute, or potentially escalate into, child-on-child abuse, sexual abuse, sexual harassment or other harmful behaviour are taken seriously, appropriately recorded and thoroughly investigated in line with our safeguarding procedures. We recognise that child-on-child harm can occur in a range of contexts, including online interactions, social media and outside of school. Staff remain vigilant to changes in behaviour, relationships and peer dynamics and maintain a professional curiosity about incidents or patterns that may indicate underlying concerns. We work closely with parents and carers to share relevant information, provide appropriate support and develop a clear understanding of any emerging concerns. Where appropriate, we also work collaboratively with external agencies, particularly social workers, to build a comprehensive picture of patterns of behaviour or harm and to ensure that children receive the right support and protection. Our approach is centred on safeguarding, early identification, appropriate challenge and timely intervention, ensuring that all children feel safe, respected and supported within the school community.
Domestic violence.	The school recognises the significant impact that domestic abuse and violence can have on children and families within our community. We remain vigilant to signs that a child may be experiencing, witnessing or being affected by domestic abuse, including changes in behaviour, emotional wellbeing, attendance, presentation or relationships. All concerns are taken seriously, sensitively recorded and responded to in accordance with our safeguarding procedures. Staff maintain professional curiosity and communicate concerns promptly to the DSL and safeguarding team, ensuring that appropriate action and support are considered at the earliest opportunity. We work closely with parents and carers where it is safe and appropriate to do so, and liaise with relevant external agencies, including social workers and other safeguarding professionals, to ensure that children and families receive appropriate support and protection. We recognise that domestic abuse can take many forms and that children may be affected even when they are not directly involved.

	Our priority is to provide a safe, nurturing and supportive environment in which children feel able to talk to trusted adults, while ensuring that concerns are managed sensitively, proportionately and with the child's safety and wellbeing at the centre of our response.
Serious youth violence and weapons.	The school recognises the potential risks associated with serious youth violence and the presence or use of weapons within the wider community. We remain vigilant to changes in behaviour, peer relationships, language, attitudes or other indicators that may suggest a child is being exposed to, involved in, or vulnerable to violence, gang-related activity or criminal exploitation. Through our curriculum, pastoral provision and safeguarding work, we provide children with age-appropriate education about personal safety, healthy relationships, conflict resolution, the consequences of carrying weapons and how to seek help when they feel unsafe or are worried about themselves or others. Children are encouraged to speak to trusted adults and are reassured that concerns will be listened to and taken seriously. We work closely with parents and carers and, where appropriate, with external agencies including the police, social workers and other safeguarding partners to share information, understand emerging patterns and respond to concerns at an early stage. We also consider local and community risks when assessing individual children's vulnerabilities, ensuring that support and intervention are proportionate and focused on keeping children safe.
Neglect and the impact of poverty.	The school recognises that poverty and financial hardship can increase the vulnerability of children and families and may contribute to additional pressures within the home. We understand that poverty in itself is not neglect; however, we remain alert to situations where a child's basic needs, safety, health, emotional wellbeing or educational development may not be consistently met. Staff know the children and families within our community well and remain vigilant to indicators of neglect, including changes in presentation, attendance, behaviour, hygiene, nutrition, emotional wellbeing or home circumstances. Concerns are shared promptly with the DSL and safeguarding team, recorded appropriately and reviewed to identify patterns or cumulative concerns. We work sensitively and supportively with parents and carers to understand the challenges they may be experiencing and, where appropriate, provide practical support or signpost families to relevant services and sources of assistance. Our Family Support Worker works closely with families who may require additional support, while the DSL and safeguarding team liaise with social care and other agencies where concerns about a child's welfare or safety arise.

	Our approach is one of early identification, professional curiosity and supportive intervention. We recognise that children experiencing multiple pressures may require additional monitoring and support, and we work collaboratively with families and partner agencies to reduce risk and promote positive outcomes for every child.
Substance misuse.	Northfield Primary School recognises that substance misuse within the family or wider community can have a significant impact on children's safety, wellbeing and development. Staff remain alert to indicators that a child may be affected by parental or family substance misuse, or may themselves be vulnerable to the influence of drugs, alcohol or associated exploitation. Any concerns are shared promptly with the DSL and safeguarding team, recorded appropriately and considered alongside other information to identify patterns or cumulative risk. We provide age-appropriate education through the curriculum to help children understand the risks associated with drugs, alcohol and other harmful substances, develop the confidence to make safe choices and know how to seek help. Where concerns arise, we work sensitively with parents and carers and, where appropriate, alongside social workers, health professionals, the police and other relevant agencies to ensure that children and families receive appropriate support and protection. Our approach focuses on early identification, professional curiosity and reducing the potential impact of substance misuse on children's safety, wellbeing and educational outcomes.
Attendance and missing education.	Northfield Primary School recognises that poor attendance and children missing education can be indicators of wider safeguarding concerns. Attendance is closely monitored, with patterns of absence and changes in attendance promptly identified and followed up. We work closely with children, parents and carers to understand the reasons for absence and provide appropriate support where barriers are identified. Where concerns persist, we work with the local authority and other relevant agencies to ensure that children are safe, accessing education and receiving the support they need.
Mental health and emotional wellbeing.	The school recognises the impact that adverse childhood experiences, family instability, bereavement, trauma and social isolation can have on children's mental health and emotional wellbeing. Staff know our children well and remain alert to changes in behaviour, mood, relationships and presentation. We provide a nurturing environment, trusted adults and appropriate pastoral support, while working closely with families and, where necessary, external agencies to ensure children receive timely and appropriate help. Concerns are recorded and reviewed through our safeguarding processes, with additional support provided where children may be experiencing cumulative or significant emotional needs.
Child criminal exploitation and county lines.	The school recognises county lines as a form of child criminal exploitation, where children may be groomed, coerced or exploited by criminal networks to become involved in drug-related activity, including transporting or storing drugs, money or weapons. We remain alert to changes in behaviour, friendships, attendance, presentation or circumstances that may indicate a child is being exploited or is

	vulnerable to criminal influence. Through our curriculum and safeguarding work, we educate children about exploitation, healthy choices and how to seek help. Where concerns arise, these are reported to the DSL and appropriate safeguarding procedures are followed. We work closely with parents, social care, the police and other relevant agencies to share information, assess risk and ensure that children who may be vulnerable to exploitation receive appropriate support and protection. (N.B “County lines” is so named because criminal groups often use dedicated phone numbers or “lines” to organise drug dealing and move drugs from larger cities into smaller towns and counties. The term therefore refers to the phone lines used to coordinate the criminal activity, rather than simply the movement between counties.)
Discrimination and hate incidents.	Northfield Primary School takes a zero-tolerance approach to discrimination, prejudice and hate incidents. We promote respect, equality and inclusion through our curriculum and wider school ethos, helping children to understand and respect differences in race, religion, culture, disability, gender and identity. Any concerns or incidents are taken seriously, recorded and investigated appropriately, with support provided to those affected. We work closely with families and, where necessary, relevant external agencies to challenge discriminatory behaviour, identify any patterns and ensure that all children feel safe, respected and valued.
Housing and homelessness.	The school recognises that housing instability, homelessness, overcrowding or frequent moves can increase children’s vulnerability and affect their safety, wellbeing and education. We work sensitively with families to identify concerns early, provide appropriate support and, where necessary, liaise with the local authority, social care and other agencies to ensure children’s needs are met and their safety remains a priority.

The DSL 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 or technologies associated with harm
- groups of children who may require additional support
- gaps in our school’s policies, curriculum, supervision or physical environment

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 our 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 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.

Professional Curiosity and Inclusive Practice

All staff at Northfield remain professionally curious and consider whether a child's behaviour or circumstances indicate harm that has not been disclosed.

Staff are alert to bias, stereotyping and adultification. Cultural awareness at Northfield supports respectful practice and does not discourage professional challenge or delay safeguarding action.

Children with SEND, communication needs or other additional vulnerabilities may require adapted reporting arrangements and support.

Working with Children, Families and Safeguarding Partners

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

Some of the ways we gather pupil voice:

- **Feelings maps:** giving children a simple map or picture of the school and ask them to mark places where they feel **safe, unsure or unsafe** using colours, symbols or stickers.
- **One-to-one conversations:** using short, informal conversations with trusted adults, particularly for children who may not contribute in a larger group.
- **Small-group discussions:** creating groups where children can talk about what helps them feel safe, what worries them and what adults could do differently.
- **Anonymous pupil surveys:** using simple questions, emojis, pictures or scales such as 😊 / 😐 / 😞. This can help children share things they may not want to say aloud.
- **Worry/suggestion boxes:** we provide these in every classroom as a physical way for children to raise concerns anonymously.
- **Pupil voice walks:** walk around the school with pupils and ask, *"How do you feel here?"*, *"What makes this place feel safe?"* and *"Is there anything you would change?"*
- **Communication-friendly approaches:** for children with SEND or communication difficulties, we use visuals, symbols, drawing, photographs and gestures. A trusted adult who understands their communication style carries this out.

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 safeguarding partners and other relevant organisations to share information, assess risk, coordinate support and disrupt opportunities for abuse or exploitation.

Review of Contextual Safeguarding Arrangements

The DSL and senior leaders review contextual safeguarding information regularly and after 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
- further action or multi-agency support is required

Relevant findings will inform the child protection policy, safeguarding training, curriculum planning, pastoral support and 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 Northfield Primary and Nursery School, we recognise that children can abuse other children and that this can happen inside or outside our school and online. Child-on-child abuse will be taken seriously and responded to as a safeguarding concern. We maintain an attitude of **“it could happen here”**, even where no incidents have been reported. Abuse will not be tolerated or dismissed as banter, having a laugh, part of growing up or boys being boys. We will respond in a way that:

- prioritises the safety and best interests of all children involved
- considers the child's wishes, feelings and lived experience
- reflects the children's ages, developmental stages, needs and vulnerabilities
- considers any power imbalance, coercion, discrimination or wider peer-group context
- provides appropriate support alongside any disciplinary response
- involves safeguarding partners and specialist services where required

Forms of Child-on-Child Abuse

Child-on-child abuse may include, but it is not limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- physical abuse
- emotional or psychological abuse
- controlling or coercive behaviour within peer or intimate relationships
- abuse connected to prejudice, misogyny, misandry or harmful attitudes
- initiation or hazing-type violence (e.g. older or more dominant children making a new child do something humiliating to “join” a group) and rituals
- online abuse, harassment, impersonation or manipulation

- the use of technology or generative AI to create, alter or distribute harmful material
- abuse involving threats, intimidation, exploitation or serious violence
- sexual harassment, sexual abuse or sexual violence

Abuse may be carried out by an individual or a group and may affect children of any age or background. It may occur face to face, online or through a combination of both. Children who cause harm may also have unmet needs or be experiencing abuse, neglect, exploitation or trauma themselves.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour must be considered within its context. We will consider:

- the age and developmental stage of each child
- the nature, frequency and seriousness of the behaviour
- whether there is coercion, intimidation or a power imbalance
- the effect on the child who has experienced the behaviour
- whether the behaviour is repeated or escalating
- any SEND, communication needs, trauma or other vulnerabilities
- the online and offline context
- whether other children may be at risk
- whether the behaviour indicates wider safeguarding concerns

Staff must not attempt to make specialist assessments outside their role. Concerns must be reported to the DSL so that appropriate advice, assessment and support can be obtained.

Further information: [Sexual Behaviour and Development in Children](#), [Responding to Children who Display Sexualised Behaviour](#) and [HSB Toolkit](#)

Sexual Harassment and Sexual Violence

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school or college. In this context it specifically relates to child-on-child sexual harassment. This includes (but not limited to):

- sexual comments, sexual stories, sexual jokes
- sexual remarks about clothing or appearance
- physical behaviour
- displaying pictures, photos or drawing of a sexual nature
- upskirting
- online sexual harassment; making and sharing of nudes or semi-nudes, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments online, sexual exploitation, coercing others into sharing images of performing acts they're not comfortable with

Sexual Violence refers to specific sexual offences under the Sexual Offences Act 2003. This includes:

- Rape
- Assault by penetration
- Sexual assault

- Sexual activity without consent

Our school recognises that a child under the age of 13 cannot consent to any sexual activity, the age of consent is 16 and sexual intercourse without consent is rape.

Further information: [Rape Crisis England & Wales](#)

Nudes and Semi-Nudes

Nudes and Semi-Nudes refers to the creation, sending or posting of nude or semi-nude images by children. The term ‘images’ includes all visual content, such as photographs, videos and livestreams. The term ‘nudes’ is used as it is the most widely understood term by young people and best captures the full range of image-sharing behaviours that the policy aims to address.

Images may be taken by children themselves or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including those described as ‘deepfakes’ or ‘deep nudes.’

Further information: [UKCIS Sharing nudes and semi-nudes: Advice for education settings](#)

Prevention and Education

We seek to prevent child-on-child abuse through clear behaviour expectations, accessible reporting systems, appropriate supervision, staff training and planned safeguarding education.

Children will be taught that abuse, harassment, discrimination and violence are unacceptable and how to recognise unsafe behaviour and seek help. Teaching will be age-appropriate, accessible and adapted where necessary.

Further arrangements are set out in Sections I and J and in our Behaviour and Child-on-Child Abuse policy – Appendix 1

Further support: [KCSIE 2026, Annex A](#)

Reporting Child-On-Child Abuse and Harmful Sexual Behaviour

All concerns about child-on-child abuse and HSB must be reported to the DSL or a deputy without delay and recorded through our safeguarding procedures.

Staff must follow Section D: Responding to a Disclosure, Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions. They must not investigate the concern or intentionally view, copy, print, save, forward or ask a child to share harmful digital material.

See Appendix 2 – the setting-approved procedure for responding to harmful digital material.

The absence of the DSL or a deputy must not delay protective action. Any member of staff may make a direct referral to children’s social care or contact the police where necessary.

Initial Safeguarding Response

On receiving a report, our school and DSL will consider:

- the immediate safety and welfare of all children involved
- the child's wishes and feelings
- whether medical assistance or emergency protection is required
- whether other children may be at risk
- the need to preserve evidence
- whether parents or carers should be informed
- whether the concern can be managed within our school based on the incident and information
- whether Early Help, Family Help or specialist support is required
- whether a referral to children's social care or the police is required
- whether advice is needed from another safeguarding or specialist service

The DSL will engage with local processes as necessary. In cases of sexual violence, our school will not manage this independently and internally, and local procedures require our school to report the incident to children's social care and the police. General referral thresholds and support pathways are set out in Section D: Immediate Danger and Referrals and Section E: Continuum of Help and Protection.

We will not conduct a criminal investigation. Where children's social care or police are involved, our school will agree how its safeguarding and disciplinary processes should proceed without prejudicing external enquiries.

Risk and Needs Assessment

Where appropriate, our school and DSL will arrange and record an initial risk and needs assessment. This should consider:

- the safety and needs of the child who has experienced harm
- the needs and circumstances of the child alleged to have caused harm
- the safety of other children, including siblings, friends and witnesses
- shared lessons, activities, spaces, transport and social times
- online contact and social-media activity
- the likelihood of repetition, retaliation, bullying or wider peer-group harm
- any environmental or contextual risks
- the actions required to reduce risk and provide support

In cases of sexual violence, a professional risk assessment by a social worker or sexual violence specialist is to be required. Our school's risk assessment is not intended to replace the detailed assessments of expert professionals. Professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

The assessment must be reviewed when new information emerges, circumstances change or agreed actions are not reducing risk.

Contextual and extra-familial risks must also be considered in accordance with Section G.

Support

Children who report or experience abuse will be listened to, taken seriously and supported. Support may include:

- an identified trusted adult
- a safety or support plan
- adjustments to lessons, timetables, transport or shared spaces
- pastoral, therapeutic or specialist support
- regular review and check-ins
- support with attendance, learning and wellbeing
- action to address bullying, retaliation or online fallout
- liaison with parents, carers and external services where appropriate

The child should not be made to feel responsible for the disruption caused by safeguarding arrangements. Changes should be proportionate, carefully planned and reviewed with the child's needs and wishes in mind.

Children alleged to have caused harm will also receive an appropriate safeguarding response. This may include:

- assessment of their needs and circumstances
- education and support to understand the impact of their behaviour
- pastoral or specialist intervention
- safeguarding or family support
- proportionate disciplinary action
- referral to statutory or specialist services where required

Support does not prevent our school from applying its behaviour policy. Safeguarding action and disciplinary action may take place alongside each other, provided that both are fair, proportionate and coordinated with any external investigation.

Other children who have witnessed, supported, shared information about or otherwise been affected by an incident will also be considered and offered appropriate support.

Parents and Carers

Parents and carers will usually be informed and involved in planning support for their child. The DSL will consider communication separately for each child involved.

Parents or carers will not be informed where doing so may increase risk, prejudice an external enquiry, lead to the loss of evidence or otherwise be contrary to the child's best interests. Where statutory or specialist services are involved, communication with families will be agreed with them.

Recording and Confidentiality

All concerns, decisions, referrals, assessments, support and outcomes must be recorded in accordance with Section D: Recording Concerns, Decisions and Actions and Confidentiality and Information Sharing.

Information will be shared only with those who need it to safeguard or support the children involved. Staff, children and families must respect confidentiality and must not discuss or share information through social media.

Review and Learning

The DSL and senior leaders will review significant incidents and patterns to identify any required

changes to policies, staff training, behaviour expectations, reporting systems, curriculum, supervision, online safety or pastoral support.

The governing body or proprietor will receive appropriate assurance while respecting the confidentiality and privacy of the children involved.

Section I - Online Safety

At Northfield Primary and Nursery School, online safety is an essential part of our whole-school safeguarding approach. We recognise that technology provides opportunities for learning and communication but may also expose children to abuse, exploitation, harmful content or inappropriate contact. Online and offline concerns will be considered together.

Areas of Online Risk

Our approach considers the four broad areas of online risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing (i.e. online scams where someone pretends to be a trustworthy person or organisation to trick you into giving away information, clicking a harmful link, opening an attachment, or sending money) and/or financial scams

Staff will consider whether online behaviour or content indicates wider abuse, neglect, exploitation, harmful peer relationships or risk outside our school.

Whole-School Approach

We will maintain Online Safety and Acceptable Use policies, appropriate filtering and monitoring systems, clear reporting procedures and age-appropriate online safety education. Our arrangements will address personal devices, mobile networks, emerging technology and risks arising away from school.

Online concerns will be managed through our safeguarding procedures. Staff must report concerns to the DSL without delay where a child may be at risk of harm.

Further information: [Teaching online safety in schools](#)

Filtering and Monitoring

The governing body ensures that appropriate filtering and monitoring systems are in place on school-

owned devices and networks. These systems will be proportionate to the children's ages and needs, our provision and identified risks, and will comply with current Department for Education standards.

The responsible computing leader (Mr Windibank), supported by the DSL and technical provider, will ensure that:

- access to illegal and harmful content is restricted
- concerning activity and system failures are identified and acted upon
- filtering does not unreasonably restrict teaching and learning
- staff understand their responsibilities and how to report concerns

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

Further information: [Meeting digital and technology standards in schools and colleges](#), [Plan technology for your school](#) and [Appropriate Filtering and Monitoring](#)

Review of Filtering and Monitoring

Filtering and monitoring systems will be reviewed at least annually and following significant incidents, system failures or changes to technology, provision or identified risk. The review will:

- test filtering across relevant devices, networks and locations
- check that monitoring alerts reach the appropriate staff
- consider how alerts, breaches and system failures have been managed
- identify actions, responsibilities and timescales for improvement

The findings and resulting actions will be recorded and reported to the governing body.

Further information: [Verify your Internet is Filtered](#) and [Online Safety Self-Review Tool for Schools - 360 safe](#)

Generative Artificial Intelligence

We recognise that generative AI may support education but may also create safeguarding, data protection, ethical, security and intellectual property risks.

Permitted AI tools: Only AI tools approved by the school may be used. Staff must not use personal or unapproved AI tools for school business.

Conditions of use: AI must not be used to enter confidential, personal or safeguarding information about pupils or staff. Outputs must always be checked by a member of staff and must not replace professional judgement.

Access control: Access is managed through school-approved accounts, devices and network settings, with use restricted to authorised staff and pupils where specifically agreed.

Reporting concerns: Any inappropriate content, data breach, unsafe output or misuse of AI must be reported immediately to the DSL, in line with the school's safeguarding and data protection procedures.

Children and staff receive appropriate guidance about the safe and responsible use of AI. We will consider:

- the age-appropriateness and suitability of AI products
- how personal or sensitive information is processed
- the accuracy, bias and reliability of generated content
- inappropriate or harmful interaction with AI applications
- manipulation, impersonation and misleading content
- whether filtering and monitoring systems apply effectively to AI services
- the potential for AI to facilitate bullying, grooming, exploitation or other harm
- the need for human oversight of decisions affecting children

Staff must not enter confidential, personal or safeguarding information into an AI service.

Concerns involving AI-generated or altered harmful material must be reported to the DSL and be managed under Section H, where applicable.

More information: [Generative artificial intelligence \(AI\) in education](#)

Mobile Phones and Smart Technology

Mobile Phones and Smart Devices

The school recognises that personal mobile phones and smart devices can present safeguarding, privacy and professional conduct risks. Personal devices and mobile networks may bypass the school's filtering and monitoring systems. All staff must remain alert to these risks and follow the school's agreed supervision, safeguarding and reporting procedures.

Children

- Children are **not permitted to bring, use or have access to mobile phones, smart watches or any other form of personal smart technology on the school premises**, unless an exception has been specifically authorised in accordance with this policy.
- Where a child brings a mobile phone or other prohibited device to school, it will be surrendered to the school office and stored securely in accordance with the school's established procedures. These procedures are known to all staff and are embedded within the school's usual practice.
- Devices must not be accessible to children during the school day or used in a manner that could compromise safeguarding, privacy or supervision.
- Any reasonable exception for a medical, accessibility, safety or educational need must be agreed in advance with the appropriate member of the Senior Leadership Team and managed in accordance with the individual child's needs and any relevant risk assessment or support plan.

Staff

- Staff are **not permitted to carry or use personal mobile phones or smart devices in the presence of children**.
- Staff must not wear smart watches where the device has the capability to access personal email, messaging, social media or other personal communications.

- Personal mobile phones, smart watches and other smart devices must be switched off or placed on an appropriate setting and stored securely and out of sight of children. Devices must be kept in a locked drawer, filing cabinet, locked cupboard, staff room locker or other designated secure location.
- **No personal mobile phone or smart device should be visible or accessible in front of children.**
- These arrangements are intended not only to protect children but also to **protect staff as professionals**, by maintaining clear professional boundaries and reducing the risk of inappropriate communication, recording, sharing of information or allegations arising from the use of personal devices.
- Staff must not use personal devices to photograph, video or audio-record children or colleagues, or to record any school activity, unless this is specifically authorised and undertaken using an approved school device and in accordance with the school's safeguarding, data protection and recording procedures.

Senior Leadership Team and Forest School

Given the size of the school site, members of the Senior Leadership Team may carry a personal mobile/smart phone on school premises **solely to facilitate communication with other members of the Senior Leadership Team where this is necessary for site safety or in an emergency.**

Under normal circumstances, personal mobile phones will not be used by SLT while they are in the presence of children. Their use is limited to circumstances such as an emergency, an urgent safeguarding or site-safety matter, or where a member of SLT is a significant distance from a school building and immediate communication is necessary.

Any use must remain strictly for the purpose of school communication and must not involve personal use, photography, recording or other activity unrelated to the immediate need.

Staff, visitors and contractors

- Visitors, volunteers, contractors and other adults on the school site are expected to comply with the school's requirements regarding mobile phones and smart devices.
- Personal devices must not be used in areas where children are present unless there is a legitimate and authorised reason to do so.
- Photography, video and audio recording of children, staff or school activities using personal devices is prohibited unless specifically authorised by the school and undertaken in accordance with relevant safeguarding and data protection requirements.
- Where a visitor or contractor requires access to a device for a legitimate professional, medical, accessibility or safety reason, this must be agreed with an appropriate member of staff and managed so that safeguarding and privacy are maintained.

Photography, video and audio recording

The use of personal mobile phones or smart devices to photograph, video or audio-record children is prohibited. Any recording undertaken for an authorised educational or operational purpose must use an approved school device and comply with the school's safeguarding, consent, data protection and information-handling procedures.

Staff must never use personal devices to store, transmit or share images, video, audio recordings or other personal information relating to children.

Policy breaches

Any breach of these requirements will be taken seriously and may result in the device being removed from access, surrendered to the appropriate member of staff, or other proportionate action being taken.

Where a breach involves a member of staff, visitor or contractor, the matter will be managed in accordance with the school's relevant disciplinary, safeguarding, professional conduct or visitor procedures.

Where a child breaches the requirements, the school's established procedure for the confiscation and secure storage of devices will be followed. Responses will be proportionate and take account of any individual needs or circumstances.

Safeguarding concerns involving devices

Any concern that a mobile phone or smart device has been used to photograph, record, communicate with, contact, share information about or otherwise interact inappropriately with a child must be reported immediately through the school's safeguarding procedures.

Staff must not investigate, access, copy, delete or share potentially relevant content themselves. The concern should be reported to the DSL (HT). He will determine the appropriate response and any further action required.

Where a device may contain evidence relevant to a safeguarding concern, it must be handled and secured in accordance with the school's safeguarding procedures and any instructions provided by the DSL or relevant external agency.

Medical, accessibility, safety and educational exceptions

The school recognises that there may be circumstances where access to a mobile phone or smart device is necessary to meet an identified medical, accessibility or safety need, or where use is specifically required for an educational purpose, e.g. a school trip.

Such exceptions must be authorised in advance wherever practicable and must be subject to appropriate safeguards, including agreed arrangements for storage, access, supervision and use. An exception does not permit unrestricted personal use or access to a device in circumstances where this would compromise safeguarding, privacy or professional boundaries.

More information: [Mobile phones in schools](#) and [Searching, screening and confiscation in schools](#)

Cybersecurity and Information Security

We will follow current Department for Education cybersecurity standards and maintain appropriate arrangements to protect systems, accounts and personal information.

Cybersecurity incidents may also be safeguarding incidents. Where an incident affects or may place a child at risk, the DSL, senior leaders, data protection lead and technical staff will coordinate the response.

Detailed technical arrangements are set out in our cybersecurity, data protection and acceptable-use procedures.

Staff Responsibilities

Staff must:

- follow our Online Safety, Acceptable Use and Staff Behaviour policies
- use school technology and accounts only for authorised purposes
- maintain professional boundaries in electronic communication
- supervise children's use of technology appropriately
- report harmful content, concerning contact, system breaches and filtering or monitoring failures
- preserve relevant information without investigating safeguarding concerns themselves

Staff must not ask a child to share harmful digital material or use personal devices or accounts to communicate with children unless expressly authorised.

Concerns involving harmful digital material must be managed in accordance with Section D: Responding to a Disclosure and Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

More information: [Meeting digital and technology standards in schools and colleges](#) and [National Cyber Security Centre information for schools](#)

Online Safety Education

Children receive planned, progressive and age-appropriate education which helps them to:

- recognise online risks and harmful behaviour
- understand privacy, consent, personal information and digital footprints
- use technology safely, respectfully and responsibly
- recognise grooming, manipulation, impersonation and exploitation
- evaluate information critically and recognise misinformation and disinformation
- understand the opportunities and risks associated with generative AI
- report concerns and preserve relevant evidence safely
- know where to seek help within and outside our school

Teaching will be accessible and adapted to children's developmental stages, communication needs and SEND. Further arrangements are set out in Section J: Curriculum Content and our Online Safety Policy.

Further information: [KCSIE 2026, Annex A](#)

Working with Parents and Carers

We explain our online safety expectations and provide parents and carers with relevant information about devices, gaming, social media, parental controls, AI, emerging risks and reporting routes.

Parents and carers should report online safeguarding concerns promptly. Where a child may be at risk of harm, we will follow our safeguarding procedures and share information with statutory services where necessary.

Further information: [CEOP Education - Parents and Carers](#) and [UK Safer Internet Centre - Parents and Carers](#)

Remote Education and Learning Away from our School

Where children access remote education, we will:

- use approved platforms and account
- maintain professional boundaries
- apply appropriate privacy and security settings
- set clear expectations for staff and children
- provide accessible reporting routes

Children and parents or carers will receive appropriate online safety guidance. Concerns will be managed through our safeguarding procedures. Remote education does not reduce our safeguarding responsibilities.

Reporting and Reviewing Online Concerns

All online safeguarding concerns must be reported and recorded in accordance with Section D: Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions. Staff must consider:

- the child's immediate safety
- whether other children may be affected
- whether relevant information must be preserved
- whether parents or carers should be informed
- whether specialist advice or referral is required

The DSL and senior leaders will review online incidents and patterns to identify any required changes to filtering and monitoring, staff training, curriculum, supervision, policies or support.

Section J - Safeguarding and Preventative Education

At Northfield Primary and Nursery School, safeguarding is embedded across the curriculum and wider school culture. We provide planned, progressive and age-appropriate education which helps children recognise risk, develop safe and respectful relationships, report concerns and seek help.

Our approach reflects statutory curriculum requirements, KCSIE 2026, local safeguarding priorities and the needs of our children.

Whole-School Approach

Safeguarding education is delivered through:

- Relationships, Sex and Health Education
- Personal, Social, Health and Economic Education
- Computing and Online safety

- Citizenship and other relevant curriculum subjects
- assemblies, workshops and themed activities
- pastoral support and targeted intervention
- wider school expectations, relationships and routines

Safeguarding messages will be reinforced through the curriculum, pastoral support and the conduct modelled by adults. We will promote respect and make clear that abuse, bullying, harassment, discrimination and violence are unacceptable.

Curriculum Content

Children will be taught, in an age-appropriate and accessible way, about matters including (but not limited to):

- healthy and respectful relationships, and consent
- personal boundaries, bodily autonomy and seeking help
- bullying, cyberbullying and prejudice-based behaviour
- child-on-child abuse and harmful behaviour
- domestic abuse and its impact on children
- online safety, digital resilience and responsible use of technology
- privacy, personal information and digital footprints
- harmful online contact, manipulation and exploitation
- generative AI, manipulated content, misinformation and disinformation
- criminal and financial exploitation, county lines and serious violence
- grooming, coercion and controlling behaviour
- radicalisation and extremism
- harmful practices, including female genital mutilation and forced marriage
- mental health, emotional wellbeing and resilience
- substance misuse and other risk-taking behaviour
- road, fire, water and personal safety
- how and where to report concerns and obtain support

We will not rely solely on individual lessons or one-off events. Safeguarding knowledge and protective behaviours will be developed and reinforced over time.

The details of our RSE/PSHE curriculum and supporting policies can be found on our school website.

Detailed online safety arrangements are set out in Section I, and child-on-child abuse is addressed in Section H.

Local and Emerging Safeguarding Risks

The curriculum will be informed by:

- safeguarding concerns and patterns identified within our school
- children's views and experiences
- local safeguarding information
- relevant attendance, behaviour and online safety information
- advice from Nottinghamshire safeguarding services
- emerging national and online risks

- learning from safeguarding incidents, audits and practice reviews

Content will be updated where safeguarding information identifies new risks or gaps in children's knowledge. Our school-specific contextual concerns and responses are set out in Section G: Understanding Our Local Safeguarding Context.

Accessibility and Inclusion

Safeguarding education will be appropriate to children's ages and developmental stages and accessible to children with SEND, communication needs, health conditions or other additional vulnerabilities.

We will make reasonable adjustments and consider whether individual children require preparation, targeted teaching or additional support. Children will not be unnecessarily excluded from important safeguarding education.

Additional safeguarding barriers are addressed in Section F: Children Who May Be at Greater Risk of Harm.

Safe Delivery

Sensitive safeguarding topics will be taught 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
- remain alert to distress, questions or possible disclosures
- explain that confidentiality cannot be promised where a safeguarding concern arises
- report concerns without delay in accordance with Section D: Reporting Safeguarding Concerns

External speakers and organisations will be checked for suitability. Their materials and intended content will be reviewed in advance, and a member of staff will remain responsible for the session and for responding to any safeguarding concerns. Safeguarding arrangements for visitors and external providers are set out in Section L.

Empowering Children to Seek Help

Children are helped to understand:

- that abuse, neglect, exploitation, bullying and harassment are never their fault
- that unsafe or harmful behaviour should be reported
- who they can speak to at our school and how to report concerns
- what may happen after they raise a concern
- that they will be listened to, taken seriously and supported
- where they can obtain help outside our school

We will use pupil voice and other accessible feedback methods to understand whether children feel safe, know how to report concerns and have confidence in the response they will receive. The school's reporting arrangements are set out in Section A: Reporting Systems for Children.

Working with Parents and Carers

We provide parents and carers with appropriate information about our safeguarding curriculum and relevant policies and support them to reinforce safeguarding messages at home.

We consider their views while continuing to meet our statutory curriculum and safeguarding responsibilities. Concerns about curriculum content are managed through our agreed procedures.

Staff Responsibilities

All staff should reinforce safeguarding messages through their teaching, conduct and interactions with children.

Staff responsible for planning or delivering the curriculum will ensure that content is accurate, progressive, accessible and appropriate to children's needs. They respond appropriately to questions and disclosures, report concerns without delay and contribute to curriculum review.

Staff will receive appropriate training and guidance to support safe and effective delivery.

Review and Evaluation

We will review safeguarding and preventative education at least annually and sooner where statutory guidance, local or online risks, safeguarding information or learning from practice indicates that change is required. The review will consider whether:

- required content is taught progressively and accessibly
- children can recognise risks and identify sources of help
- staff are confident and appropriately supported
- resources and external providers remain suitable

The Headteacher/DSL, Mr Fieldwick, is responsible for leading the review of this policy. The impact and effectiveness of the policy will be evaluated through review of reported incidents and safeguarding concerns, monitoring of compliance with the policy, feedback from staff and other relevant stakeholders, and consideration of any emerging risks or changes in statutory guidance. Findings from the review, including any recommendations for amendments or further action, will be reported to the Senior Leadership Team and the governing body through the school's established safeguarding and governance reporting arrangements.

Section K – Concerns and Allegations About Adults

At Northfield Primary and Nursery School, all concerns about adults working in or on behalf of our school will be reported promptly and managed fairly and consistently in accordance with Part four of KCSIE 2026 and Nottinghamshire procedures.

This section applies to staff, supply staff, trainee teachers, volunteers, contractors and other adults working in or on behalf of our school. Concerns may meet the harm threshold or may be low-level concerns.

Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold where an adult working in or on behalf of our 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
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

The final criterion may apply where behaviour outside our school raises concerns about the adult's suitability to work with children. This is known as transferable risk.

Staff must report allegations immediately to the HT/DSL and must not investigate the matter, question witnesses or discuss it with colleagues.

Reporting Allegations

Allegations about a member of staff, supply staff, trainee teacher, volunteer or contractor must be reported immediately to the HT who will normally act as the case manager.

Where the allegation concerns the Headteacher, it must be reported to the Chair of Governors. Where there is a conflict of interest, the concern must be reported directly to the Local Authority Designated Officer (LADO).

The case manager will contact the LADO without delay and before beginning an internal investigation. Where there is an immediate risk to a child, appropriate action must be taken to secure the child's safety and contact the police or children's social care. Any safeguarding concern about a child arising from the allegation must also be managed in accordance with Section D.

For more information: [LADO Referral](#)

Initial Response and Case Management

The case manager will:

- ensure that the child is safe and appropriately supported
- record the concern accurately and preserve relevant information
- consult the LADO and follow the advice provided
- consider whether the police or children's social care should be involved
- consider the support required by the adult subject to the allegation
- maintain appropriate confidentiality
- ensure that decisions, actions and reasons 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 case manager will not inform the adult of the details of the allegation until this has been agreed with the LADO and, where involved, the police or children's social care.

Supply Staff, Contractors and Trainee Teachers

We will not stop using an individual solely to avoid managing an allegation.

Where the adult is supplied or employed by another organisation, we will inform the organisation, consult the LADO and agree respective responsibilities. The employer may undertake its own employment or disciplinary process, but we remain responsible for managing the safeguarding allegation.

Allegations concerning trainee teachers will be managed through the same procedures, with the employing organisation or training provider involved according to the trainee's status. Their checking and induction arrangements are set out in Section L.

Suspension and Alternative Arrangements

Suspension is not automatic. The case manager will consider the risk to children and whether it can be managed safely through changed duties, additional supervision, redeployment or other temporary arrangements.

The LADO and, where relevant, the police or children's social care will be consulted before a decision is made. The decision and reasons will be recorded.

Where suspension is necessary, the adult will receive appropriate information, an identified contact and support.

Supporting Children and Adults

We will consider the support required by the child, their parents or carers and any other affected children. This may include a trusted adult, pastoral or specialist support, safety planning, appropriate information and protection from bullying or intimidation.

The child's wishes and feelings will be considered, although information may be restricted where disclosure could prejudice an investigation or affect another person's rights.

The adult subject to the allegation will be treated fairly, given appropriate information and support and advised to seek assistance from their trade union, professional association or another independent source.

Confidentiality

Information 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 share information through social media or with the wider school community.

We will follow statutory restrictions on publishing information which may identify a teacher who is the subject of an allegation before they are charged, unless those restrictions are formally lifted.

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

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

Outcomes and Record Keeping

The outcome of an allegation will be recorded using the terminology set out in KCSIE 2026:

- 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.

We will retain a clear and comprehensive summary of the allegation, how it was followed up, decisions made, the outcome and any learning arising from the case. Records will be retained securely in accordance with KCSIE 2026 and our retention arrangements. Employment references must be accurate, fair and not misleading.

Referrals to the DBS and Teaching Regulation Agency

Our school has a legal duty to refer an individual to the Disclosure and Barring Service where the statutory referral criteria are met, including where the person has been removed from regulated activity because they have harmed or pose a risk of harm to a child. Resignation, retirement, settlement or the end of a contract does not remove this duty.

Where a teacher has been dismissed or would have been dismissed for serious misconduct, our school will consider referral to the Teaching Regulation Agency. We will also consider referrals to any other relevant professional or regulatory body.

For more information: [Making barring referrals to DBS](#), [Teacher misconduct \(referral form\)](#) and [Teaching Regulation Agency](#)

Low-Level Concerns

A low-level concern is any behaviour by a member of staff that does not meet the threshold for an allegation of abuse or harm, but which causes a concern that the staff member may have acted in a way that is inconsistent with the school's professional expectations or code of conduct. A low-level concern is any concern about an adult's behaviour towards a child that:

- is inconsistent with the Staff Behaviour Policy or Code of Conduct
- does not meet the harm threshold or is not otherwise serious enough to require referral to the LADO
- may arise from conduct inside or outside work

In simple terms: it may be harmless or have an innocent explanation, but it is something that should not be ignored.

Examples might include:

- being overly familiar with a pupil
- having inappropriate conversations or jokes with pupils

- showing favouritism towards a particular pupil
- using personal communication channels inappropriately
- frequently being alone with a pupil without an appropriate reason
- a minor breach of professional boundaries
- gifts from adult to the child

The key principle is that low-level does not mean unimportant. Concerns should be reported and recorded so that patterns can be identified and addressed before behaviour potentially escalates.

Low-level concerns may arise from suspicion, a complaint, a disclosure, something witnessed by a member of staff or information identified through checks or safeguarding processes.

Professional conduct and ongoing-suitability expectations are addressed in Section L: Ongoing Suitability and the Staff Behaviour Policy or Code of Conduct.

Reporting and Responding to Low-Level Concerns

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

The Headteacher, having received the concern, will:

- record the details clearly and confidentially
- determine whether the concern may meet the harm threshold and seek advice from the LADO where there is doubt
- consider whether the Staff Behaviour Policy or Code of Conduct has been breached
- identify any appropriate management, support, training or disciplinary action
- review previous concerns to identify possible patterns

Where a pattern is identified, or the concern becomes more serious, our school will consider whether the harm threshold is met and whether referral to the LADO or another service is required.

Our school encourages staff to share self-referrals where they believe they may have acted in a way that could be misinterpreted, fell below expected professional standards or placed themselves in a situation which could appear compromising.

Whistleblowing

Staff who have concerns about poor or unsafe safeguarding practice should use our school's Whistleblowing Policy.

Where staff feel unable to raise a concern internally or believe that a genuine safeguarding concern is not being addressed, they may contact the NSPCC Whistleblowing Advice Line via telephone at 0800 028 0285 or via email at help@nspcc.org.uk.

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 in immediate danger.

Learning Lessons

At the conclusion of a case, the case manager and LADO will consider whether changes are required to safeguarding procedures, staff training, professional conduct expectations, supervision, recruitment or the school's safeguarding culture.

Learning will be shared appropriately while maintaining confidentiality. The governing body will receive suitable assurance that identified actions have been completed. Any required changes to induction or training will be addressed through Section M.

Section L - Safer Working Arrangements

At Northfield Primary and Nursery School, we maintain safer working arrangements to ensure that adults working with children are appropriately selected, checked, inducted and supervised.

These arrangements apply according to the adult's role, responsibilities and contact with children and should be read alongside our safer recruitment, staff behaviour, visitor, educational visits, alternative provision and reasonable force procedures.

Safer Recruitment

Our school follows Part three of Keeping Children Safe in Education 2026 and will include:

- clear safeguarding expectations in recruitment materials
- scrutiny of applications, employment history, references and any gaps or inconsistencies
- appropriate safeguarding questions and online searches for shortlisted candidates
- all identity, qualification, right-to-work, prohibition, direction, DBS and barred-list checks required for the role
- involvement of at least one person who has completed appropriate safer recruitment training

Required checks will be completed and recorded before an adult begins unsupervised work with children. Recruitment information will be handled securely and retained in accordance with our procedures.

For more information: [KCSIE 2026, Part 3](#)

Single Central Record

Our school will maintain an accurate and up-to-date Single Central Record covering the individuals and checks required by KCSIE 2026.

Responsibility for maintaining the record rests with the Headteacher. The record will be checked by the Headteacher and Business Manager at appropriate intervals as part of our school's safeguarding assurance arrangements. The Single Central Record supports assurance but does not replace the underlying evidence, risk assessments or safer recruitment procedures.

For more information: [Check a teacher's record](#) and [KCSIE 2026, Part 3](#)

Ongoing Suitability

Safer recruitment continues after appointment. Staff must maintain appropriate professional

boundaries and disclose any change in circumstances that may affect their suitability in accordance with the Staff Behaviour Policy or Code of Conduct.

We will consider further checks or a suitability review where a role changes, an individual moves into regulated activity, there is a significant break in service or relevant information raises concerns.

Concerns about an adult will be managed under Section K: Concerns and Allegations About Adults.

Regulated Activity and Volunteers

We will determine whether a role is regulated activity by considering the nature, frequency and circumstances of the work. The previous supervision exemption must not be relied upon where an activity now falls within the current definition of regulated activity. Before a volunteer begins work, we will assess and record:

- the activity and its frequency
- whether it is regulated activity
- the children's ages and needs
- the level of contact and supervision
- the checks permitted and required by law

All volunteer roles are assessed and approved in line with safeguarding requirements, including consideration of the nature and frequency of the role and the level of contact with children.

Volunteers are inducted by the Business Manager, who covers safeguarding procedures, provides a visitor's lanyard and familiarises them with the school site, including welfare facilities and fire evacuation arrangements.

Volunteers working with children without direct staff supervision must have the appropriate enhanced DBS check, including children's barred-list information where legally required. Volunteers are appropriately supervised and their suitability and arrangements are reviewed as necessary to ensure ongoing compliance with safeguarding requirements.

Regulated activity

Regulated activity means certain types of work with children that the law considers to involve a sufficiently high level of contact or responsibility that the person must have the appropriate safeguarding checks.

For schools in England, this can include things such as:

- teaching, training or instructing children regularly
- caring for or supervising children regularly
- providing certain forms of personal care to children
- work carried out frequently or intensively in schools or other settings

The important point is that simply being a volunteer in a school does not automatically make the role regulated activity. You need to consider what the volunteer actually does, how often they do it, the level of contact with children, and whether they are supervised.

An enhanced DBS check, including children's barred-list information where legally required, will be obtained for volunteers engaging in regulated activity. A barred person will never be permitted to undertake regulated activity.

Supply Staff, Agency Staff and Trainee Teachers

We will obtain written confirmation that the required checks have been completed for supply and agency staff and will verify each person's identity on arrival.

Checks for trainee teachers will reflect whether they are employed by the school or placed through a training provider. Responsibility for checks will be confirmed before the placement begins.

Supply staff, agency staff and trainee teachers will receive safeguarding information proportionate to their role, including reporting routes, staff behaviour expectations and emergency procedures.

Contractors and Self-Employed Individuals

Contractors and self-employed individuals will be checked and supervised according to their role, whether the work is regulated activity and their opportunity for contact with children.

Contractual arrangements will identify responsibility for checks and written assurance. We will verify identity on arrival and will not permit an individual to have unsupervised access to children unless appropriate checks have been completed.

Where a self-employed person requires a DBS check and cannot obtain one through another organisation, we will arrange the appropriate check where permitted.

Visitors and Visiting Professionals

All visitors must follow our school's visitor procedures.

Visitors and VIPs: All visitors, including VIPs and external professionals, must report to reception, sign in and wear the appropriate identification. Visitors will be accompanied or supervised where necessary, based on the nature of their visit and the level of contact with children. Appropriate identification and safeguarding checks will be undertaken for professional visitors, and the school will assess the suitability of external speakers and organisations before they work with pupils.

The school will follow the Nottinghamshire guidance on visitors and VIPs, ensuring that all visitors are appropriately identified, signed in and managed in a way that safeguards children and adults on the school site. The suitability of visitors and any required safeguarding checks will be considered according to the nature of their visit and contact with pupils.

All visitors, including VIPs and external professionals, must always wear the school-issued visitor lanyard visibly and while on the school premises. Lanyards must be returned to reception when the visitor leaves the site.

Visitors will normally report to reception, provide appropriate identification, sign in, wear the identification lanyard issued by the school and follow our safeguarding and conduct expectations.

We will determine required checks and supervision according to the purpose and frequency of the visit and the visitor's contact with children. A DBS certificate will not be requested from every visitor. Where an employer has completed the required checks, we may obtain written assurance and verify the visitor's identity.

Visitors who have not been appropriately checked must not have unsupervised access to children. Checking arrangements must not unnecessarily prevent statutory professionals from carrying out their duties.

External Providers and Use of Premises

Where our premises are used by an external provider working with children, we will seek assurance that appropriate safeguarding and child protection arrangements are in place.

Hire, lease or transfer-of-control agreements will identify safeguarding responsibilities, liaison and reporting arrangements. We will act where a provider fails to meet these requirements, including ending the arrangement where necessary.

Safeguarding concerns arising during externally managed activities should be reported to the provider and through our safeguarding procedures where appropriate. Where we arrange or supervise the activity, our child protection procedures apply.

For more information: [Out-of-school settings: safeguarding guidance for providers](#)

Educational Visits, Homestays and Residential Arrangements

Safeguarding will be considered when planning educational visits and/or residential activities.

Risk assessments will consider children's needs and vulnerabilities, staffing and supervision, transport and accommodation, medical needs, personal devices, professional boundaries and procedures for reporting concerns away from school.

Required checks will be completed for adults undertaking regulated activity.

All educational visits and residential activities are planned and managed in accordance with the school's educational visits procedures and Nottinghamshire County Council guidance. Visits are recorded and risk assessed using the Notts Evolve system, with appropriate approval obtained before the visit takes place.

Risk assessments consider the nature of the activity, location, supervision, pupil needs, transport, medical and safeguarding requirements, and any specific risks associated with residential activities. Staff and volunteers are briefed on their responsibilities, and appropriate arrangements are put in place to ensure the safety and wellbeing of all pupils throughout the visit.

Safeguarding concerns arising during an activity are managed in accordance with Section D.

For more information: [Health and safety on educational visits](#)

Reasonable Force and Restrictive Interventions

Northfield Primary School does not operate a blanket “no contact” policy, as this could prevent staff from protecting a child, providing appropriate support or managing an immediate risk safely.

In all instances, staff will aim to de-escalate and contain a situation without the use of force. Staff may use reasonable force only where lawful, necessary and proportionate. Any force used must be no more than necessary and for the least amount of time. When considering or using reasonable force, staff will:

- prioritise prevention and de-escalation
- consider the child’s age, SEND, health, communication and mental health needs
- use the least restrictive response available
- protect the child’s dignity
- seek medical assistance where required
- record and report the incident promptly
- inform parents or carers where appropriate
- review whether safeguarding concerns or further support are required

Restrictive intervention is never used as punishment, or to cause pain or merely to secure compliance. Planned interventions are reflected in the child’s individual behaviour plan and/or risk-management plan and reviewed regularly.

Our Behaviour Policy promotes a trauma-informed approach, using growth-mindset language, de-escalation strategies and a restorative approach. Staff seek to provide children with time and space to regulate and reflect on unwanted behaviours, including the use of appropriate PDA-informed strategies to reduce demands where appropriate. (PDA - pathological demand avoidance)

Reasonable force would only be used where necessary and proportionate **to prevent a child from causing imminent harm to themselves or others**, or where there is an immediate risk of injury. Any use of force will be in accordance with current DfE guidance and the school’s behaviour policy.

Where an intervention raises a safeguarding concern about a child or adult, staff must follow Section D or Section K, as appropriate.

For more information: [Use of reasonable force in schools](#) and [Reducing the need for restraint and restrictive intervention](#)

Alternative Provision

Where we commission alternative provision, we retain responsibility for safeguarding the child.

Before placement, we will obtain written assurance about the provider’s safeguarding arrangements and required checks, confirm where the child will be educated, share relevant safeguarding information and agree attendance, welfare and reporting arrangements.

We will maintain contact with the child and provider, monitor attendance and suitability and review the placement at least half-termly. We will act immediately where concerns arise and end the placement if it is no longer safe or suitable.

The provider must notify us of changes to staffing, location, ownership or delivery which may affect the child's safety or the placement's suitability. Further safeguarding expectations are set out in Section F: Children Receiving Alternative Provision and our Alternative Provision procedures.

Safeguarding Briefing and Conduct

Adults working in or on behalf of our school will receive safeguarding information proportionate to their role, including the identity of the DSL and deputies, reporting routes, conduct expectations and emergency procedures.

All adults must follow our safeguarding arrangements and report concerns without delay. Failure to comply may result in removal from the premises, termination of an activity or contract, disciplinary action or referral to a relevant agency or professional body.

Section M - Safeguarding Training and Policy Implementation

At Northfield Primary School, we ensure that staff, governors, trustees and volunteers have the safeguarding knowledge and confidence required for their roles.

Training will reflect KCSIE 2026, Working Together 2026, Nottinghamshire procedures, the needs of our children and relevant local or emerging risks.

Safeguarding Induction

All staff will receive safeguarding and child protection training, including online safety, at induction. Induction will be appropriate to their role and will include:

- this Child Protection Policy, Staff Behaviour Policy or Code of Conduct, Behaviour Policy and all other applicable safeguarding policies and procedures
- the identity and role of the DSL and deputies, and our school's safeguarding cover arrangements
- how to recognise, report and record concerns about a child
- how to report concerns and allegations about adults, low-level concerns and whistleblowing arrangements
- online safety and staff responsibilities for filtering and monitoring
- emergency and direct referral procedures

All new staff receive an induction led by the Headteacher or Deputy Headteacher, as part of their ECT mentor/induction responsibilities where applicable. The induction includes key safeguarding and child protection procedures, relevant school policies, roles and responsibilities, and essential information to ensure staff understand how to keep children safe. This reflects the requirement for safeguarding arrangements and the relevant safeguarding information to be explained to staff as part of their induction.

Completion of the induction is recorded by the school, with staff confirming that they have received and understood the required information and policies. Any questions or areas requiring further clarification are addressed by the Headteacher or Deputy Headteacher as part of the induction process.

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

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

Induction will direct staff to the responsibilities and procedures in Sections C, D, I and K.

Staff Training and Updates

All staff will receive safeguarding and child protection training which is regularly updated and appropriate to their role. They will also receive regular safeguarding updates. Training will include, where relevant:

- recognising and responding to abuse, neglect, exploitation and other concerns
- reporting, referrals, information sharing and confidentiality
- Early Help, Family Help and multi-agency working
- children who may be at greater risk of harm
- child-on-child abuse and domestic abuse
- online safety, generative AI, filtering and monitoring
- children absent from education, mental health and exploitation
- concerns about adults, whistleblowing and professional boundaries
- changes to statutory guidance, local procedures and emerging risks

Training at Northfield Primary School will reflect our local context and learning from incidents, complaints, audits and practice reviews.

Safeguarding and child protection training is provided to all staff through a planned programme of regular updates. The Headteacher provides a safeguarding update at least half-termly, ensuring that staff remain up to date with current safeguarding issues, local learning and any changes to procedures or guidance.

At the beginning of each academic year, the Headteacher delivers whole-school training for staff and governors covering Keeping Children Safe in Education (KCSIE) and the school's updated safeguarding and child protection policy. The school also accesses mandatory safeguarding training provided through Nottinghamshire County Council/Local Authority in line with current requirements (whole-school refresher training every three years).

Staff who are absent when the regular training or safeguarding updates are delivered are provided with the relevant materials, such as the presentation, and are required to confirm that they have read and understood the information. New staff joining during the year receive the required safeguarding

induction and any outstanding training as soon as practicable. Completion of training and updates is recorded by the school.

DSL and Deputy DSL Training

The DSL and deputies will receive safeguarding and child protection training appropriate to their role at least every two years. Their knowledge and skills will be updated at regular intervals, and at least annually, through training, briefings, professional networks, e-bulletins and other relevant learning. Their training and professional development 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 responsibilities
- support children who may be at greater risk of harm
- manage child-on-child abuse concerns
- understand online safety and filtering and monitoring systems
- manage safeguarding concerns about adults
- support and advise staff
- keep safeguarding policies and practice under review

The Headteacher will ensure that DSLs and deputies have the time, funding, resources and support required to maintain their knowledge and carry out their responsibilities effectively.

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

Governor Training

Governors will receive safeguarding and child protection training at induction which is regularly updated. This will support them to understand their strategic responsibilities, provide effective challenge and assure themselves that safeguarding arrangements are effective.

Training will include KCSIE 2026, safer recruitment, concerns about adults, online safety, filtering and monitoring, children who may be at greater risk of harm and oversight of safeguarding practice.

The governor with responsibility for safeguarding (Chair of Governors Mrs Bradley) will receive additional training appropriate to the role. This does not remove responsibility from the governing body as a whole.

Strategic safeguarding responsibilities are set out in Section C: Governing Body, Trust Board or Proprietor.

Training Records and Evaluation

We will maintain an accurate record of safeguarding training, including:

- the participant's name and role
- the training completed and date

- the provider
- any renewal or update date
- action taken where training was missed

Responsibility for maintaining the training record rests with J Fieldwick Headteacher. Training records will be reviewed to identify gaps, overdue updates and additional learning needs.

We will evaluate whether training is understood and improving practice through staff feedback or knowledge checks, the quality of safeguarding records, learning from incidents and audits, feedback from children and assurance activity by leaders and governors.

Where weaknesses are identified, additional training, supervision, guidance or procedural changes will be provided.

Monitoring Implementation

The Headteacher J Fieldwick alongside Mrs J Bradley Chair of Governors will seek assurance that this policy is understood and effective in practice. Monitoring will consider:

- safeguarding concerns, referrals, records and outcomes
- children's understanding of reporting systems
- staff training, confidence and compliance
- DSL availability and safeguarding cover
- online safety, safer recruitment and concerns about adults
- alternative provision and external providers
- actions arising from audits, incidents and practice reviews

Safeguarding assurance is reported regularly to senior leaders and the governing body. The Headteacher provides a safeguarding report to governors on a termly basis as part of the Headteacher's report, providing an overview of safeguarding activity, concerns, training and any actions or areas for development.

Safeguarding practice is audited termly to provide assurance that procedures are being followed effectively and remain compliant with current guidance. The Headteacher also provides the Chair of Governors with a safeguarding update half-termly, ensuring that any emerging issues or significant matters are communicated promptly.

The school's Safeguarding and Child Protection Policy is reviewed annually and approved by the governing body. It is also reviewed sooner where there are changes to legislation, statutory guidance or local safeguarding arrangements, or where learning from incidents, audits or changes in school practice indicate that an earlier review is necessary.

The policy will be reviewed at least annually and sooner where statutory guidance, Nottinghamshire procedures, our school's arrangements or learning from practice indicate that changes are required.

Appendix 1 - Child-on-child abuse and harmful behaviour procedure

1. Purpose

Northfield Primary and Nursery School is committed to providing a safe, respectful and inclusive environment in which every child is protected from abuse, intimidation, exploitation and harmful behaviour.

Child-on-child abuse is taken seriously. We recognise that children can experience significant harm as a result of the behaviour of other children and that such behaviour may occur in school, online, outside school or across a combination of these environments.

The school will maintain an attitude of **"it could happen here"** and will not dismiss harmful behaviour as "banter", "falling out", "children being children", "just playing" or a normal part of growing up.

Our response will prioritise:

- the immediate safety and welfare of children;
- listening to and taking children's concerns seriously;
- appropriate safeguarding referral and escalation;
- proportionate and fair responses;
- support for the child who has experienced harm;
- safeguarding support for the child who has caused harm;
- prevention of recurrence;
- identification of wider patterns and contextual risks;
- learning from incidents to improve school practice.

This procedure should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Relationships and Health Education arrangements and procedures for managing allegations against staff.

2. Definition

Child-on-child abuse describes harmful behaviour perpetrated by one child or group of children towards another child or group of children.

It can include, but is not limited to:

- bullying and cyberbullying;
- physical violence;
- threats and intimidation;
- coercion and controlling behaviour;
- sexual harassment;

- sexual violence;
- harmful sexual behaviour;
- unwanted touching;
- sexualised language;
- sharing or requesting sexualised images;
- pressuring another child to engage in sexualised behaviour;
- humiliation or degradation;
- discriminatory or prejudicial abuse;
- initiation or "hazing"-type (making a child do something embarrassing to be accepted into a friendship group) behaviour;
- exploitation;
- financial or material exploitation;
- online abuse;
- exclusion and deliberate social isolation;
- abuse within children's friendships or relationships;
- behaviour that occurs outside school but has an impact on children's safety or wellbeing in school.

Child-on-child abuse may involve an individual child, several children acting together or a wider peer group.

It may also occur where there is no obvious physical injury. Emotional, psychological, sexual and social harm can be significant.

3. Core safeguarding principles

The school will operate according to the following principles:

3.1 Every child has a right to feel safe

Children have the right to attend school without experiencing abuse, harassment, intimidation, discrimination or unwanted sexual behaviour.

3.2 Children can cause harm and experience harm

A child who has caused harm may also be experiencing abuse, neglect, exploitation, trauma or other safeguarding concerns.

The school will therefore avoid simplistic labels and will consider the safeguarding needs of all children involved.

3.3 The child who experienced harm is never responsible for the abuse

Responsibility for harmful behaviour rests with the person who carried it out.

The school will not use language that blames, shames or implies that a child "allowed" abuse to happen.

3.4 Context matters

The school will consider the wider circumstances surrounding an incident, including relationships, peer groups, online activity, community context and previous incidents.

3.5 Incidents will not automatically be treated as isolated events

Repeated low-level incidents may indicate a more serious pattern.

The DSL will consider whether information held by different staff, year groups or safeguarding systems indicates a wider concern.

3.6 Safeguarding and behaviour are connected but not identical

A behaviour sanction may be appropriate, but a safeguarding response may also be required.

A behaviour consequence must never replace appropriate safeguarding action.

4. Types of child-on-child abuse

4.1 Bullying

Bullying may involve repeated behaviour intended to hurt, intimidate, humiliate or exclude another child.

It may be:

- physical;
- verbal;
- relational;
- psychological;
- discriminatory;
- sexualised;
- online.

The school will consider the impact of behaviour rather than relying solely on whether a child describes it as "bullying".

4.2 Physical abuse

Examples include:

- hitting;
- kicking;

- punching;
- pushing;
- restraining another child;
- deliberately causing injury;
- threatening physical violence;
- using objects to hurt or intimidate;
- encouraging others to attack a child.

Where injuries are present, the school's safeguarding and first-aid procedures will both apply.

4.3 Sexual harassment

Sexual harassment may include unwanted sexual comments, jokes, gestures, sexualised name-calling, comments about bodies or appearance, sexual rumours or unwanted sexual attention.

The school will take sexual harassment seriously even where the child responsible describes it as a joke.

4.4 Sexual violence

Any allegation that one child has sexually assaulted another will be treated as a safeguarding concern.

Staff must not investigate the allegation themselves.

The DSL will consider whether children's social care, the police or other agencies need to be contacted.

4.5 Harmful sexual behaviour

Harmful sexual behaviour can occur between children of any age and may include behaviour that is:

- developmentally inappropriate;
- coercive;
- secretive;
- persistent;
- aggressive;
- threatening;
- intrusive;
- non-consensual; or
- harmful to another child.

For primary-aged children, developmental stage is particularly important. The school will not automatically interpret all sexualised behaviour as evidence of abuse, but neither will it dismiss behaviour that causes concern.

The response will consider:

- the child's age;
- developmental understanding;
- the nature of the behaviour;
- whether the behaviour was consensual;
- whether there was coercion or pressure;
- whether there was a power imbalance;
- whether the behaviour is repeated;
- whether there is evidence of grooming or exploitation;
- whether other children may be at risk;
- whether either child has additional safeguarding vulnerabilities.

4.6 Online abuse

Child-on-child abuse may occur through:

- messaging applications;
- social media;
- online games;
- group chats;
- video-sharing platforms;
- shared devices;
- school platforms;
- image or video sharing;
- other digital communication.

The fact that an incident occurred outside school or on a privately owned device does not automatically mean that it is outside the school's safeguarding responsibilities.

Where online behaviour affects the safety or welfare of pupils, the school will respond appropriately and consider whether external agencies need to be involved.

5. Prevention

Prevention is a whole-school responsibility.

The school will promote:

- respectful relationships;
- kindness and inclusion;
- appropriate boundaries;
- consent and bodily autonomy;
- emotional literacy;
- conflict resolution;
- healthy friendships;
- online safety;
- appropriate use of technology;
- understanding of harmful behaviour;
- confidence in reporting concerns;
- understanding that children have a right to say no to unwanted behaviour.

These areas will be reinforced through the curriculum, assemblies, pastoral provision, safeguarding education and everyday interactions.

Staff will model respectful language and behaviour.

6. Pupil voice

The school will provide accessible opportunities for children to tell adults about their experiences.

Pupil voice may include:

- individual conversations;
- small-group discussions;
- age-appropriate surveys;
- feelings scales;
- photographs or maps of the school;
- safe/unsafe sorting activities;
- worry boxes;
- digital reporting systems;
- drawings;
- symbols and visual prompts;
- communication aids;

- trusted-adult check-ins;
- pupil voice walks.

Children will be asked not only whether they feel safe but also:

- where they feel safe;
- where they feel less safe;
- when they feel less safe;
- who they would tell;
- whether adults listen;
- what makes them feel safe;
- what changes they would like to see.

The school will consider the views of children who may find traditional pupil voice approaches difficult, including children with communication or additional needs.

Pupil voice will be used to identify patterns and contextual risks rather than simply to collect feedback.

Where possible, the school will communicate appropriate changes back to pupils so that children can see that their views have resulted in action.

7. Recognising concerns

Staff will always remain alert to signs that a child may be experiencing child-on-child abuse.

Possible indicators include:

- changes in behaviour;
- withdrawal;
- anxiety;
- reluctance to attend school;
- avoiding particular children;
- avoiding particular areas of school;
- changes in friendship groups;
- unexplained injuries;
- deterioration in learning or attendance;
- increased emotional distress;
- sleep-related concerns reported by families;
- fear of using particular devices or platforms;

- sexualised behaviour or language that appears developmentally inappropriate;
- possession or sharing of sexualised material;
- increased secrecy;
- unexplained gifts or possessions;
- changes in confidence;
- increased aggression;
- a child repeatedly appearing isolated or targeted.

No single indicator proves abuse.

Equally, the absence of obvious indicators does not mean that abuse has not occurred.

8. What staff must do when a concern is raised

Any member of staff who receives a disclosure or becomes concerned about child-on-child abuse must:

1. listen calmly;
2. take the child seriously;
3. reassure the child that they have done the right thing by telling an adult;
4. avoid promising confidentiality;
5. avoid leading questions;
6. clarify only what is necessary to establish immediate safety;
7. record the concern accurately;
8. use the child's own words wherever possible;
9. report the concern immediately to the DSL or deputy DSL; and
10. take immediate action if a child is at imminent risk.

Staff must not:

- investigate the allegation;
- interview other children;
- ask children to repeat their account unnecessarily;
- confront the alleged perpetrator;
- attempt to establish whether the allegation is "true";
- encourage children to resolve serious safeguarding concerns themselves;
- promise that information will remain secret; or

- share information unnecessarily with colleagues or other parents.

9. Immediate safety

Where there is an immediate risk of harm, staff will act immediately to protect children.

This may include:

- separating children;
- providing medical attention;
- increasing supervision;
- moving a child to a safe space;
- identifying a trusted adult;
- preventing further online contact where appropriate;
- contacting emergency services where necessary;
- informing the DSL immediately.

Separation will be managed carefully so that the child who has experienced harm is not made to feel that they are being punished or removed because they disclosed.

10. DSL response

The DSL will consider:

- what happened;
- who was involved;
- the age and developmental stage of each child;
- the severity of the behaviour;
- whether there was coercion;
- whether there was intimidation;
- whether there was a power imbalance;
- whether the behaviour was repeated;
- whether there is a previous history;
- whether there are wider safeguarding concerns;
- whether other children may be affected;
- whether the incident occurred online;
- whether the incident occurred outside school;
- whether there are contextual risks;

- whether there is evidence of exploitation;
- whether there are additional vulnerabilities;
- whether medical attention is required; and
- whether an external referral is necessary.

The DSL will record the rationale for decisions and actions.

11. Referral and escalation

Where a concern indicates that a child may be suffering or likely to suffer significant harm, the school will make an appropriate referral to children's social care and/or the police in accordance with local safeguarding procedures.

The school will follow local safeguarding partnership procedures and seek advice where the threshold is unclear.

The school will not delay safeguarding action while attempting to complete its own investigation.

The DSL will consider whether specialist advice is required, particularly where there are concerns about sexual violence, harmful sexual behaviour, exploitation or serious physical violence.

12. Police involvement

The police may need to be involved where behaviour may constitute a criminal offence or where their involvement is necessary to protect children.

The school will not attempt to determine criminal liability.

Where police involvement is appropriate, the school will:

- preserve relevant information;
- avoid unnecessary questioning;
- follow police advice;
- maintain appropriate safeguarding arrangements;
- continue supporting affected children; and
- ensure information is shared appropriately.

13. Children's social care

Where safeguarding concerns meet the relevant threshold, the DSL will make a MASH referral to children's social care.

The school will provide relevant information about:

- the incident;
- previous concerns;
- the children's circumstances;

- contextual factors;
- vulnerabilities;
- actions already taken; and
- the impact on the child.

The school will cooperate with assessments and multi-agency planning.

14. Supporting the child who has experienced harm

The school will develop an appropriate support plan.

This may include:

- a named trusted adult;
- increased supervision;
- safe spaces;
- changes to routines;
- carefully planned separation;
- support with friendships;
- pastoral intervention;
- emotional wellbeing support;
- curriculum adjustments;
- support with attendance;
- online safety support;
- liaison with parents/carers;
- referral to specialist services; and
- regular review.

The child will be involved in decisions about their support wherever appropriate.

The school will avoid making unnecessary changes that place responsibility or inconvenience on the child who experienced harm.

15. Supporting the child who has caused harm

The child who has caused harm will also be safeguarded.

The school will consider whether there are underlying concerns, including:

- previous experience of abuse;
- exposure to harmful sexual content;

- neglect;
- exploitation;
- domestic abuse;
- difficulties with emotional regulation;
- unmet additional needs;
- inappropriate peer influences;
- trauma;
- online influences; or
- other safeguarding concerns.

This does not remove accountability for harmful behaviour.

The school may provide:

- individual pastoral support;
- targeted education;
- behaviour support;
- work on boundaries and relationships;
- support with emotional regulation;
- specialist assessment;
- family support; and
- referral to appropriate services.

16. Risk management

Where necessary, the DSL will create a written risk assessment or safety plan.

This may address:

- classroom arrangements;
- seating;
- playtimes;
- lunchtimes;
- toilets;
- changing areas;
- corridors;
- assemblies;

- clubs;
- trips;
- residential activities;
- arrival and dismissal;
- transport;
- online communication;
- contact between families; and
- contact outside school.

Risk assessments will be proportionate and reviewed regularly.

17. Supervision and high-risk areas

The school will use safeguarding information, pupil voice, staff observations and incident records to identify locations or times where children may be more vulnerable.

These may include:

- playgrounds;
- toilets;
- corridors;
- changing areas;
- less visible parts of the school site;
- transitions;
- arrival and dismissal;
- lunchtime;
- clubs; and
- online spaces connected to school life.

The school will respond through appropriate supervision, environmental changes and staff deployment.

18. Contextual safeguarding

The school recognises that children may experience harm beyond the immediate family or school environment.

This may include risks associated with:

- peer groups;
- neighbourhoods;

- online communities;
- parks or public spaces;
- journeys to and from school;
- exploitation;
- serious violence;
- sexual exploitation;
- harmful peer influences; and
- other extra-familial contexts.

The school will consider the local context when assessing risk and will work with safeguarding partners where concerns extend beyond school.

The school's location or levels of deprivation will not be treated as evidence that abuse is inevitable or that individual families are responsible for wider social conditions.

Instead, the school will identify specific contextual risks and protective factors.

19. Equality and additional needs

The school recognises that some children may face additional barriers to reporting abuse.

This may include children who:

- have SEND;
- have communication difficulties;
- are socially isolated;
- have limited confidence;
- are new to the school;
- have experienced previous trauma;
- have English as an additional language;
- may fear consequences of reporting.

Staff will adapt communication appropriately.

Additional needs must not be used to explain away behaviour that may indicate safeguarding concerns.

20. Parental communication

Parents/carers will normally be informed when appropriate, taking account of safeguarding considerations.

The DSL will consider whether informing a parent/carer could:

- increase risk to the child;
- compromise an investigation;
- affect evidence;
- place another child at risk; or
- otherwise undermine safeguarding action.

Where external agencies are involved, the school will follow their advice regarding communication.

Communication will remain factual, proportionate and non-judgemental.

The school will not disclose confidential information about another child.

21. Confidentiality and information sharing

Information will be shared on a need-to-know basis and in accordance with safeguarding requirements.

Staff must not discuss incidents informally with colleagues, other parents or pupils.

Records will be stored securely in accordance with the school's safeguarding recording arrangements.

The school recognises that safeguarding information may need to be shared without consent where necessary to protect a child.

22. Recording

All concerns will be recorded promptly.

Records should include:

- date and time;
- who raised the concern;
- the child's account;
- relevant observations;
- other children involved;
- immediate actions;
- safeguarding decisions;
- referrals;
- parental communication;
- risk-management arrangements;
- support offered;
- review dates.

Records should distinguish clearly between:

- fact;
- the child's account;
- professional observation; and
- professional judgement.

23. Repeated or linked incidents

The DSL will review previous records where a new concern arises.

The school will consider whether incidents involving apparently different children or different locations form part of a wider pattern.

Where appropriate, the DSL will consider:

- common peer groups;
- common locations;
- common online platforms;
- repeated targeting of particular children;
- repeated harmful behaviour by an individual;
- changes in behaviour over time; and
- whether other pupils may need to be spoken to or supported.

24. Restorative approaches

Restorative approaches may be appropriate for minor peer conflict where there is no safeguarding concern.

However, restorative approaches will **not** be used automatically following allegations of abuse, sexual violence, sexual harassment, coercion or serious harmful behaviour.

A child who has experienced abuse must never be pressured to meet, forgive or reconcile with the child who caused harm.

25. Behaviour consequences

Where appropriate, the school's Behaviour Policy will be applied.

Consequences will be:

- proportionate;
- consistent;
- developmentally appropriate; and
- informed by safeguarding considerations.

A sanction does not replace safeguarding action.

26. Online evidence

Where an online incident is reported, staff should not ask children to repeatedly forward or circulate harmful material.

The DSL will consider what information is necessary to establish the concern and will seek appropriate advice where material may constitute illegal or harmful content.

Children and families may be advised to preserve relevant information where appropriate, while avoiding unnecessary copying or circulation.

27. Staff allegations or professional concerns

If a child-on-child incident raises concerns about the actions or response of a member of staff, the school's procedures for allegations against staff will be followed.

Examples include:

- a staff member dismissing a disclosure;
- inappropriate staff conduct;
- failure to report;
- inappropriate intervention; or
- concerns that school practice has contributed to risk.

28. Staff training

All staff will receive safeguarding training that enables them to:

- recognise child-on-child abuse;
- understand harmful sexual behaviour;
- recognise sexual harassment and sexual violence;
- respond appropriately to disclosures;
- understand reporting procedures;
- recognise contextual safeguarding concerns;
- understand online risks;
- understand the importance of professional curiosity.

DSLs and relevant staff will access appropriate additional training.

29. Monitoring and quality assurance

The DSL will monitor child-on-child concerns to identify:

- patterns;

- repeat incidents;
- locations;
- times;
- peer groups;
- vulnerable groups;
- online trends;
- effectiveness of supervision;
- effectiveness of interventions;
- emerging contextual risks.

Information will be considered alongside:

- attendance;
- behaviour;
- exclusions;
- pupil voice;
- pastoral information;
- safeguarding records;
- information from external agencies.

The purpose of monitoring is not simply to count incidents but to identify what the school can do differently to reduce risk.

30. Review following significant incidents

Following a significant incident, the school will consider:

- What happened?
- Was the concern recognised promptly?
- Did the child know how to report?
- Did staff respond appropriately?
- Was the DSL informed promptly?
- Were children kept safe?
- Was external advice/referral required?
- Was the risk assessment effective?
- Were parents/carers appropriately informed?

- Were other children affected?
- Were there earlier warning signs?
- Is there a wider pattern?
- What needs to change?

Where appropriate, the school will use safeguarding supervision, case review or multi-agency learning to strengthen practice.

31. Responsibilities

All staff

All staff are responsible for:

- maintaining professional curiosity;
- recognising possible child-on-child abuse;
- responding appropriately to disclosures;
- reporting concerns promptly;
- recording accurately;
- maintaining confidentiality.

DSL/deputy DSLs

The DSL is responsible for:

- assessing concerns;
- coordinating safeguarding responses;
- making referrals;
- maintaining records;
- overseeing risk assessments;
- coordinating support;
- monitoring patterns;
- liaising with external agencies;
- ensuring lessons are learned.

Headteacher

The Headteacher is responsible for ensuring that:

- safeguarding procedures are implemented;
- staff receive appropriate training;

- sufficient resources are available;
- safeguarding concerns are acted upon;
- the governing body receives appropriate assurance.

Governing body

The governing body will provide appropriate challenge and oversight of safeguarding arrangements and will ensure that the school has effective procedures for responding to child-on-child abuse.

32. Review

This procedure will be reviewed regularly and whenever:

- statutory guidance changes;
- local safeguarding procedures change;
- significant incidents identify a need for improvement;
- pupil voice identifies emerging risks; or
- monitoring identifies a recurring pattern.

The procedure will be reviewed alongside the school's wider safeguarding arrangements.

33. Staff quick-reference response

When a child tells you about child-on-child abuse:

LISTEN

Stay calm and listen.

REASSURE

Tell the child they have done the right thing by telling you.

DON'T INVESTIGATE

Do not ask leading questions or attempt to establish what happened.

DON'T PROMISE SECRECY

Explain that you need to share the information with the people who can help keep them safe.

RECORD

Record accurately, using the child's own words wherever possible.

REPORT

Tell the DSL/deputy DSL immediately.

PROTECT

If there is an immediate risk, take action to keep the child safe.

FOLLOW UP

The DSL will assess, refer, risk-assess, support and monitor as appropriate.

34. Key message for staff

Child-on-child abuse is a safeguarding issue.

Do not wait for a pattern to emerge before reporting a concern.

Do not assume that behaviour is harmless because children are of a similar age.

Do not assume that behaviour is "just banter".

Do not assume that behaviour occurring online or outside school is outside the school's safeguarding responsibilities.

If you are worried about a child, report the concern.

Appendix 2 - Responding to harmful digital material

1. Purpose and scope

Northfield Primary and Nursery School recognises that children may encounter or share harmful digital material through phones, tablets, computers, gaming platforms, messaging services, social media and other online environments.

Harmful digital material may include:

- sexualised or sexually explicit material;
- images or videos involving children;
- violent or graphic content;
- threatening, discriminatory or humiliating material;
- manipulated or AI-generated images;
- non-consensually shared images;
- material connected to bullying, coercion, exploitation or child-on-child abuse.

The school will respond promptly and proportionately, prioritising children's safety and wellbeing.

2. Core principles

Staff must:

- **not intentionally search for or open harmful material;**
- **not ask a child to send or forward material to them;**
- **not download, save, copy or circulate images or videos;**
- **not investigate the matter themselves;**
- report concerns immediately to the DSL/deputy DSL.

The priority is safeguarding the child, not collecting evidence.

3. If a child reports harmful digital material

Staff should:

1. remain calm and listen;
2. reassure the child that they have done the right thing by telling an adult;
3. avoid blame or judgement;
4. ask only the minimum questions necessary to establish immediate safety;

5. not ask the child to show or forward the material unless specifically directed by the DSL;
6. record the concern factually, using the child's own words where possible;
7. report immediately to the DSL/deputy DSL.

Staff must not promise confidentiality.

4. If staff unexpectedly see harmful material

If harmful material is encountered accidentally, staff should:

- avoid opening, scrolling through or viewing additional content unnecessarily;
- not copy, save, download or forward the material;
- record what was observed without reproducing the content;
- report immediately to the DSL;
- follow advice from the DSL, police or other safeguarding agency.

Where material may involve a child, staff must not create additional copies in an attempt to preserve evidence.

5. Sexual images or videos involving children

Any concern that a sexual image or video involving a child has been created, received, possessed or shared must be treated as a safeguarding concern.

Staff must not:

- request or forward the image;
- save it to a school or personal device;
- print it;
- attach it to safeguarding records;
- circulate it for discussion.

The DSL will determine the appropriate response and seek specialist or external advice where necessary.

6. Child-on-child digital abuse

Where harmful digital material is connected to child-on-child abuse, the DSL will consider:

- who created or shared the material;
- whether it was shared without consent;
- whether coercion, threats or pressure were involved;
- whether there is a power imbalance;
- whether the behaviour is repeated;

- whether other children have received the material;
- whether there are wider safeguarding or exploitation concerns.

The school will safeguard both the child who has experienced harm and the child who may have created or shared the material.

7. Threats, coercion or blackmail

Any report of threats, blackmail or coercion through digital communication must be reported immediately to the DSL.

Examples include threats to:

- share images;
- cause physical harm;
- humiliate or exclude a child;
- demand money or possessions;
- pressure a child into further activity.

Staff must not attempt to negotiate with the person making threats.

The DSL will assess the risk and determine whether external agencies need to be involved.

8. Recording

Safeguarding records should include:

- date and time;
- who raised the concern;
- the platform or communication method, if known;
- the child's account;
- the nature of the concern;
- immediate actions;
- advice or referrals;
- support provided;
- review arrangements.

Harmful images or videos should **not** be copied or attached to safeguarding records unless specifically instructed by an appropriate safeguarding or law-enforcement agency.

9. Devices and evidence

Where a school-owned device is involved, the DSL will liaise with the appropriate IT/digital safeguarding staff.

Staff should not conduct their own forensic examination.

Where a personal device is involved, the school will follow its established procedures and seek appropriate advice where necessary.

If a criminal offence may have occurred, the school will seek advice from the police.

10. Parents and carers

Parents/carers will normally be informed where appropriate, taking account of safeguarding considerations and advice from external agencies.

Parents/carers should not be asked to forward harmful images to the school.

The school may advise families to preserve relevant information where appropriate, avoid forwarding material, and use the reporting mechanisms of the relevant platform.

11. Supporting children

Children affected by harmful digital material may experience embarrassment, shame, anxiety, fear, isolation or distress.

The school will provide appropriate pastoral and safeguarding support.

Children will not be blamed for receiving or being targeted with harmful material.

Where a child has created or shared harmful material, the school will respond proportionately while also considering that child's own safeguarding needs.

12. Prevention

The school will provide age-appropriate education about:

- digital consent and privacy;
- respectful online communication;
- sharing images;
- reporting and blocking;
- seeking help from trusted adults;
- online safety; and
- the potential consequences of digital content.

13. Quick-reference procedure for staff

STOP – Do not open, copy, download or forward harmful material unnecessarily.

LISTEN – Allow the child to explain what has happened.

REASSURE – Tell them they have done the right thing by telling an adult.

DON'T INVESTIGATE – Do not ask the child to send you the material or conduct your own investigation.

RECORD – Record the facts and the child's account.

REPORT – Tell the DSL/deputy DSL immediately.

PROTECT – Take reasonable steps to prevent immediate further harm.

ESCALATE – The DSL will determine whether specialist advice or referral to children's social care, the police or another agency is required.

14. Key principle

Our priority is to safeguard children, not to collect or circulate harmful digital content.

Appendix 3 - FGM and Mandatory Reporting

Female Genital Mutilation (FGM) and mandatory reporting

Female Genital Mutilation (FGM) is illegal in the UK and is a form of child abuse and violence against women and girls. The school recognises its responsibility to protect children from FGM and to act promptly where there are concerns that a child may be at risk.

Identifying children who may be at risk

Staff should remain vigilant to indicators that a girl may be at risk of FGM. Particular attention should be given where there is a **family history of FGM**, where FGM is known to be practised within a family's community or country of origin, or where there are other individual circumstances that increase vulnerability. Staff should never make assumptions based solely on a child's ethnicity, religion or background.

Possible indicators include a girl talking about a **special procedure, ceremony or becoming a woman**, plans for a prolonged holiday or travel to a country where FGM is practised, unexplained or prolonged absence from school, changes in behaviour or wellbeing, or concerns raised by the child, family or another professional. Staff should be particularly alert to changes in circumstances around school holidays.

Staff should listen carefully to children, take concerns seriously and avoid making assumptions or attempting to investigate the matter themselves. Any concern should be reported to the **Designated Safeguarding Lead (DSL)** without delay.

Recording and referral

All concerns relating to FGM must be recorded on **CPOMS** in accordance with the school's safeguarding procedures. The DSL will assess the concern and, where appropriate, seek advice or make a referral to **Nottinghamshire Children's Social Care/Multi-Agency Safeguarding Hub (MASH)** and/or the police. The school will work collaboratively with children's social care, police, health and other relevant agencies to ensure that the child is appropriately safeguarded.

Nottinghamshire's current contact route for concerns about a child is Children's Social Care/MASH on **0300 500 80 80**; in an emergency, **999** should be used.

Information will be shared appropriately and proportionately in accordance with safeguarding and information-sharing procedures. Where there is an immediate risk of FGM, urgent action will be taken to protect the child.

Mandatory reporting duty

Teachers in England have a **mandatory duty to report known cases of FGM** in a girl under the age of 18 directly to the police where, in the course of their professional duties, they are informed by the girl that FGM has been carried out or they observe physical signs which appear to show that FGM has been carried out.

The mandatory reporting duty applies to the teacher who identifies the known case. Reporting the concern to the DSL does **not** remove the teacher's individual legal responsibility to make the

mandatory report. The DSL will support the teacher and ensure that wider safeguarding procedures and referrals are followed.

The school will follow the **Nottinghamshire Safeguarding Children Partnership's current FGM procedures and guidance** alongside national statutory guidance.

Appendix 4 – Prevent and Radicalisation

Prevent and Radicalisation

The school recognises its responsibility under the **Prevent Duty** to safeguard children from the risk of becoming involved in terrorism or being drawn into extremist ideologies. Prevent is part of the school's wider safeguarding responsibilities and is approached through early identification, support and appropriate intervention. The school will have regard to the current **Prevent Duty Guidance for England and Wales** and Keeping Children Safe in Education.

Identifying Children Who May Be at Risk

Staff should remain vigilant to changes in a child's behaviour, language, relationships or online activity which may indicate that they are vulnerable to radicalisation or extremist influence. Possible indicators may include increased isolation, significant changes in behaviour or beliefs, expressing or sharing extremist views, becoming involved with extremist material or groups, or showing an unusual interest in terrorism or violence.

A single indicator does not necessarily mean that a child is being radicalised. Staff should consider the child's individual circumstances and wider safeguarding context and should not make assumptions based on a child's religion, ethnicity, background or political views. The focus should be on safeguarding the individual child and identifying whether they may be vulnerable to harmful influence.

The school recognises that radicalisation can occur through a range of ideological influences, including Islamist extremism, Extreme Right-Wing extremism, left-wing, anarchist and single-issue extremism, as well as emerging or mixed ideologies. Staff should remain alert to extremist or terrorist narratives, including those encountered online, and should report concerns through the school's safeguarding procedures.

Vulnerability to Radicalisation

There is no single profile of a child who may be susceptible to radicalisation. Staff should consider a child's individual circumstances and wider safeguarding context, being particularly alert where children may be experiencing isolation, low self-esteem, a lack of belonging or purpose, significant grievances, anger or frustration, or exposure to extremist or harmful online content. Children experiencing other vulnerabilities, including abuse, neglect or exploitation, may also require additional consideration.

Staff should not make assumptions based on a child's religion, ethnicity, political views, family background or other protected characteristics. Concerns should be considered holistically and reported to the DSL in accordance with the school's safeguarding procedures.

Reporting and Recording Concerns

Any concern that a child may be vulnerable to radicalisation or extremist influence should be reported to the **Designated Safeguarding Lead (DSL) without delay** and recorded on **CPOMS** in accordance with the school's safeguarding procedures.

The DSL will assess the concern and, where appropriate, seek advice or make a referral through the appropriate **Nottinghamshire safeguarding and Prevent arrangements**. This may include working with Children's Social Care/MASH, the police, local Prevent partners and other relevant agencies. Where a concern meets the Prevent threshold, a referral may be considered for the **Channel programme**, which provides voluntary, multi-agency early support to people identified as being susceptible to being drawn into terrorism.

Where there is an immediate risk of harm or a threat relating to terrorism, the appropriate emergency services will be contacted. Staff should not investigate concerns themselves or attempt to assess whether a child has been 'radicalised'; their role is to **notice, report and share concerns appropriately**.

Curriculum and School Culture

The school promotes an inclusive and respectful environment in which children are encouraged to think critically, ask questions and engage respectfully with different views and beliefs. The school promotes **fundamental British values**, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Prevent awareness forms part of the school's safeguarding training and wider curriculum provision.

The school will maintain appropriate risk assessments and safeguarding arrangements relating to Prevent and will ensure that staff know how to report concerns and access further advice when required.

Training and Awareness

All staff receive **Prevent training and regular updates** as part of the school's safeguarding training programme. This ensures that staff understand the Prevent duty, recognise potential indicators of radicalisation, understand the school's reporting procedures and know how to respond to concerns.

Prevent awareness is reinforced through the school's regular safeguarding updates and training programme. Staff are expected to remain vigilant to emerging risks and guidance, and the DSL/Prevent lead will undertake appropriate additional training and keep their knowledge up to date. Prevent training and awareness will be reviewed in response to changes in national guidance, local risk or emerging safeguarding concerns.

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

Out of hours concern?

- Out of hours emergency duty team: 0300 456 45 46

Safeguarding concern resolved/no longer held

- Decide on action needed to support child
- Implement any actions and support plans
- Record decisions and ensure follow ups take place

Record all decisions and actions, working to agreed outcomes and within timescales.

Escalate any emerging threats/concerns by adopting NSCP procedures

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**

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
- 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**

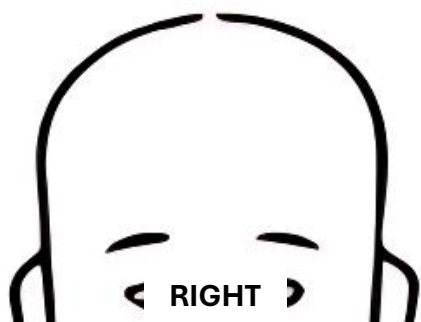
The **date and time** of the observation must be clearly recorded, along with the **name and role** of the person completing the record. Additional comments may be added where relevant.

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:		

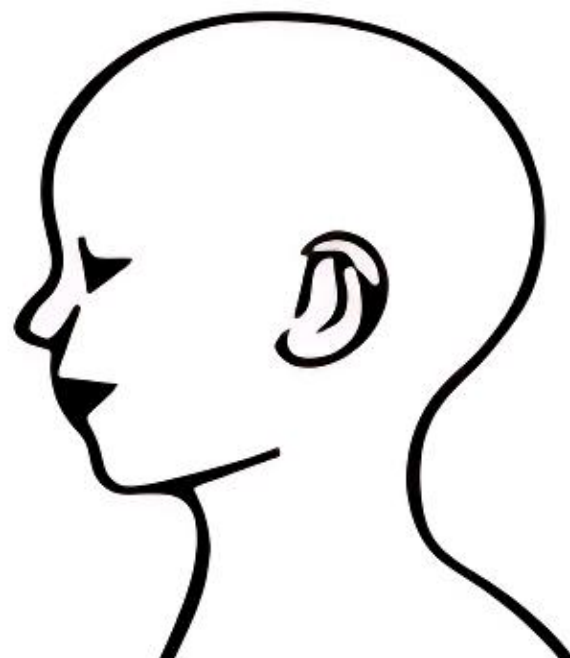
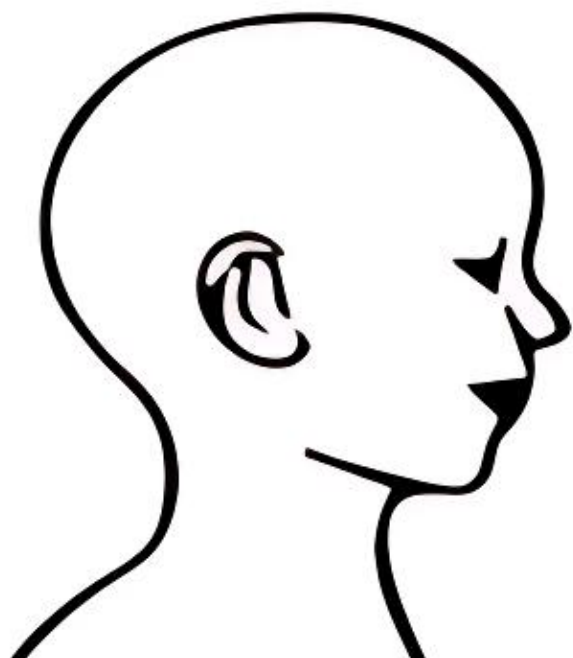
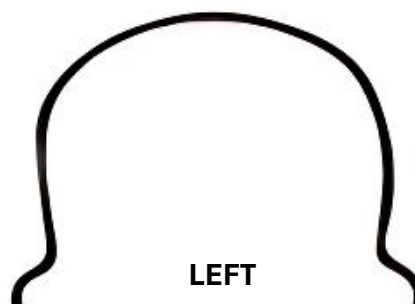
If **First Aid** is administered, this should be recorded appropriately.

A completed body map should be stored securely within the child's **child protection file**.

FRONT

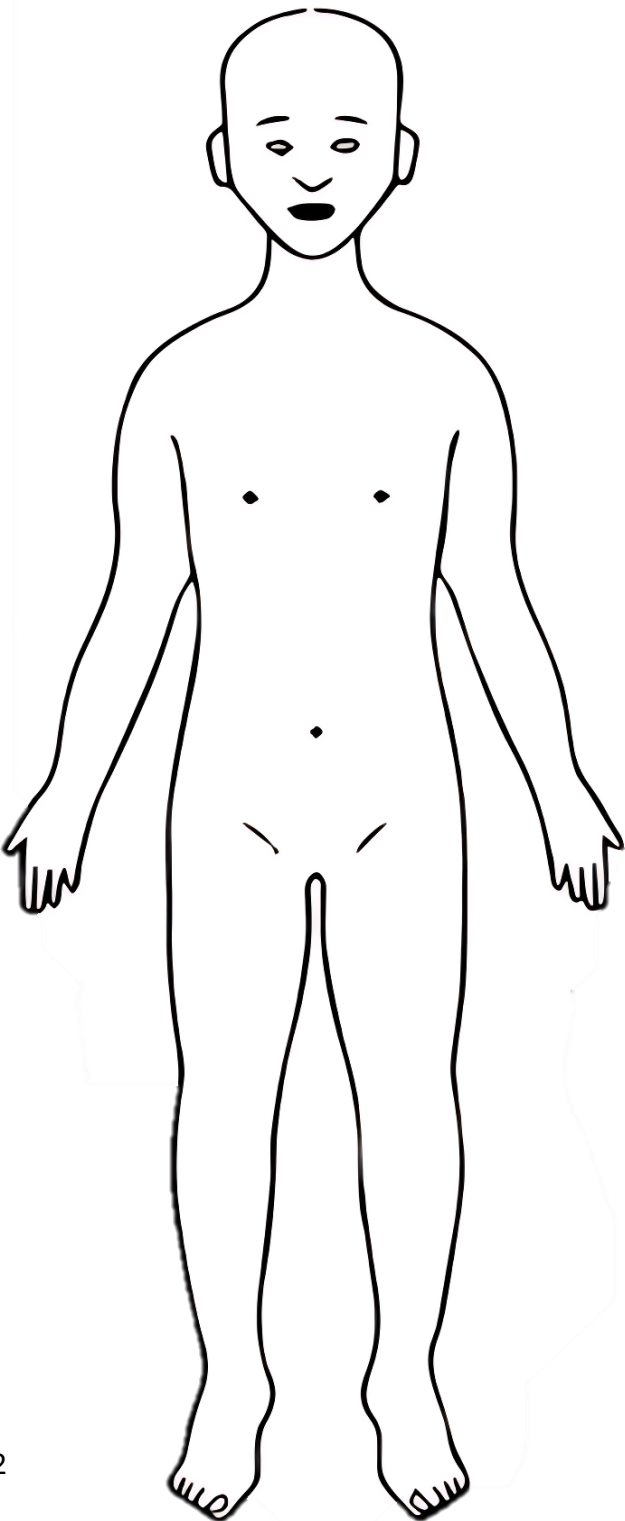


BACK

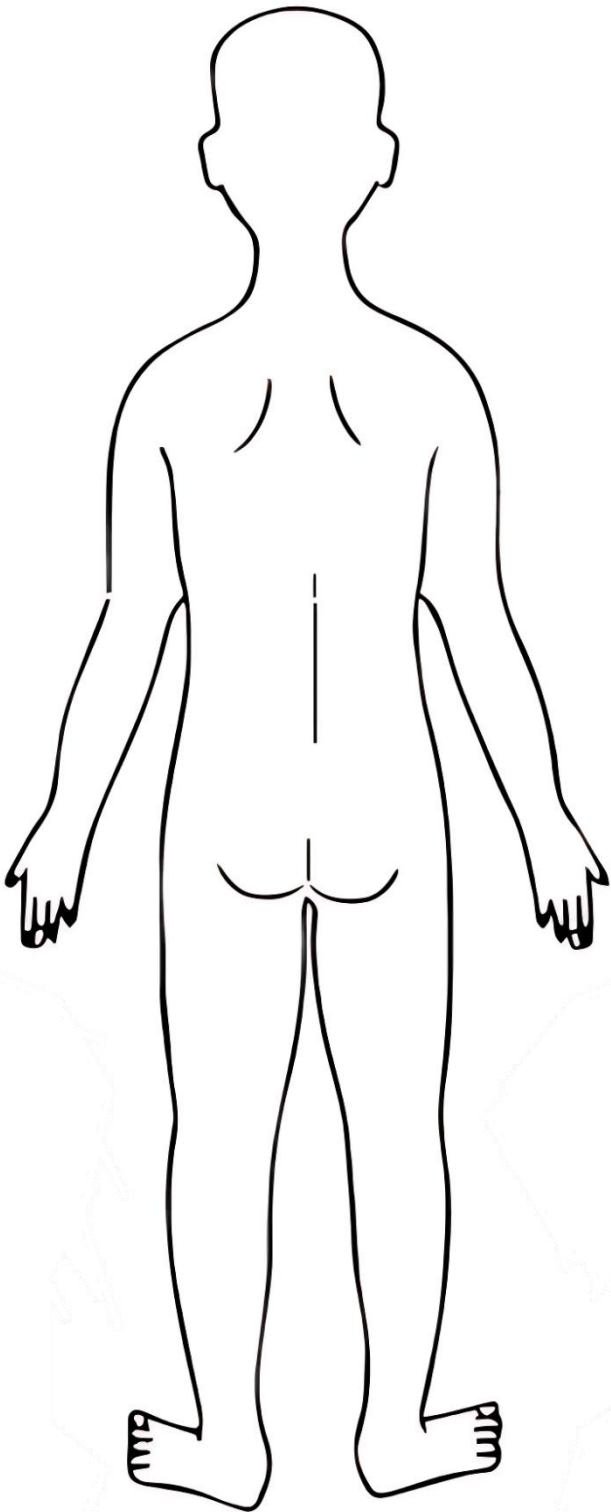


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

FRONT

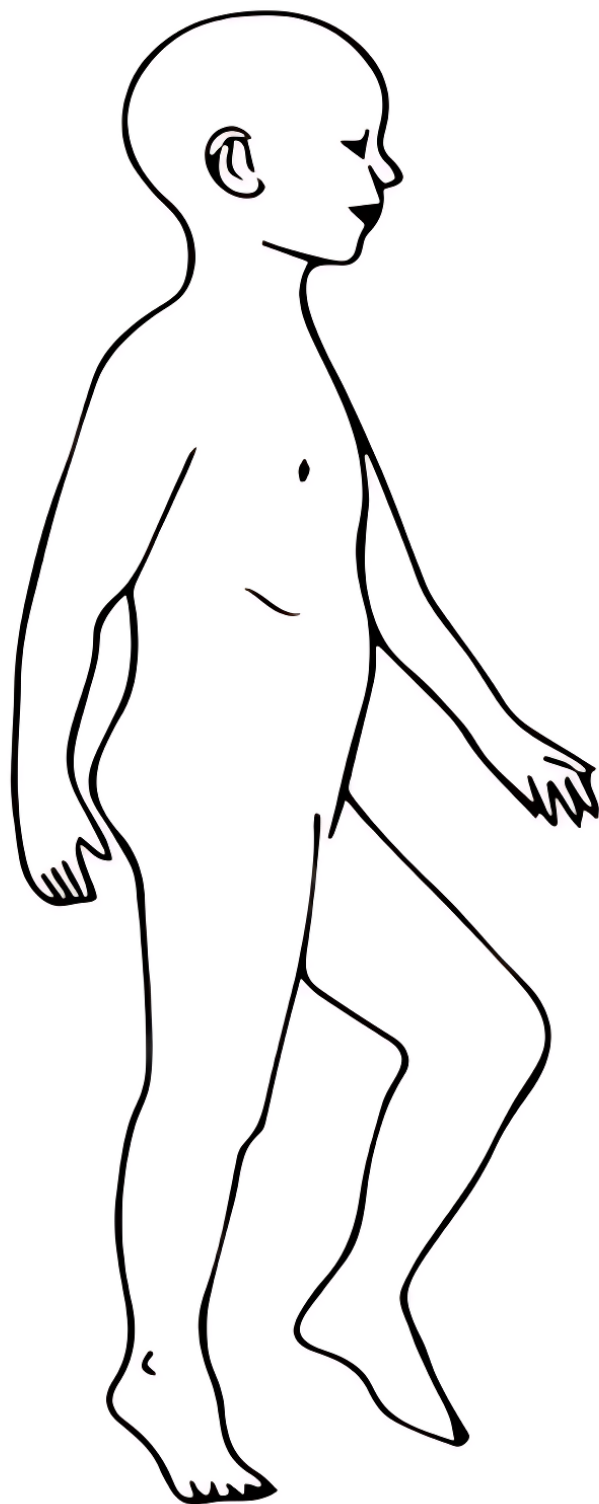


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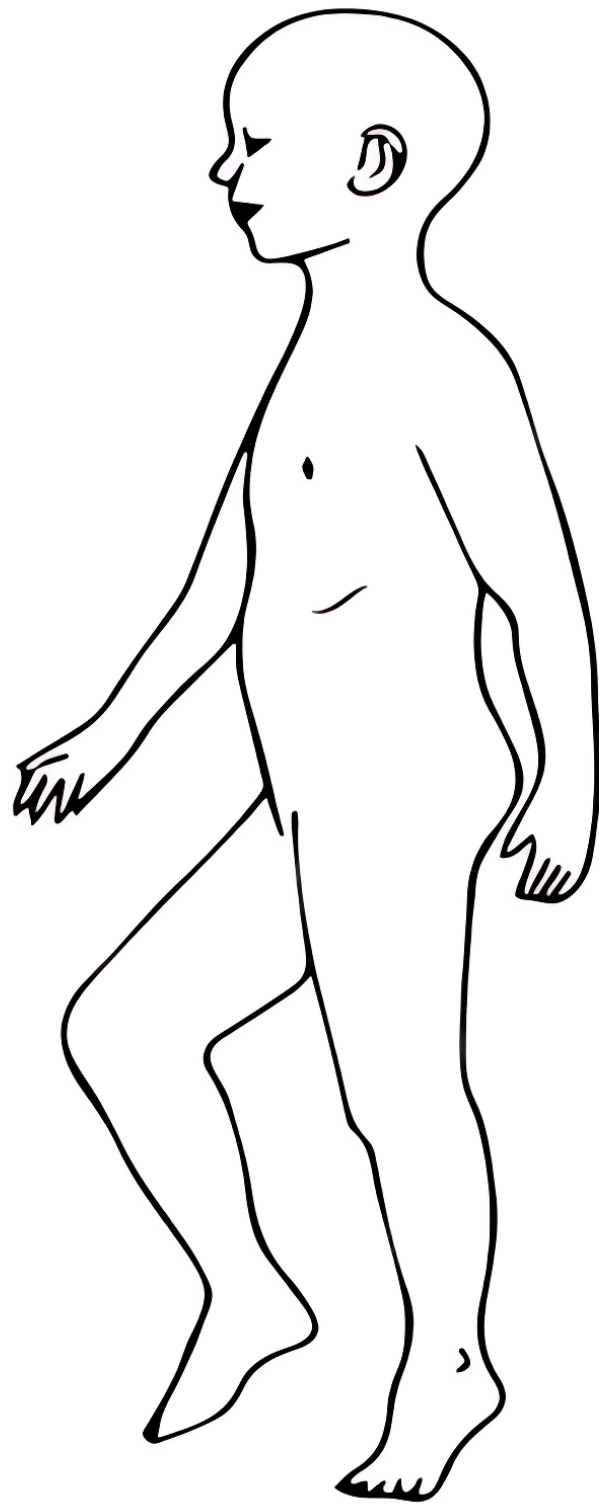


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

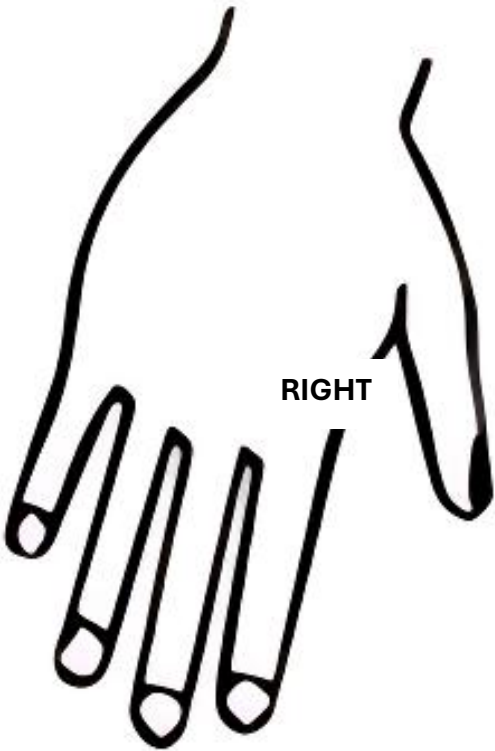
RIGHT



LEFT

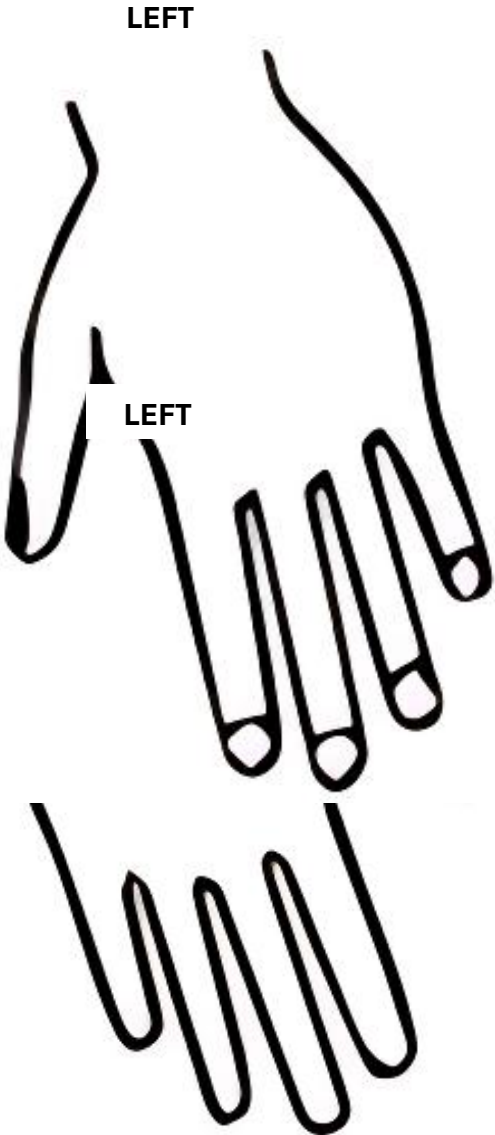


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		



RIGHT

BACK OF
HANDS



LEFT



RIGHT

PALMS

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:		

