

SAFEGUARDING PROCEDURE 2026/2027

Winshill Village Primary & Nursery School



Implementation: September 2026
Procedure owner: Mrs Lydia Howard
Next review date: September 2027

Please ensure that you share your procedure with your governing body alongside the full JTMAT Policy.

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1.Key Contacts

Role in school	Name	Date and level of safeguarding training
Headteacher	Lydia Howard	12th March 2025 - Level 3 Designated Lead Multi-Agency Training
Designated Safeguarding Lead (DSL)	Lydia Howard	12th March 2025 - Level 3 Designated Lead Multi-Agency Training
Deputy Designated Safeguarding Lead(s) (DDSL)	Hannah Brown	3 rd June 2025 - Level 3 Designated Lead Multi-Agency Training
Nominated Governor for Safeguarding	Fae Tipper	9 th September 2025 – Level 3 Advanced Safeguarding ad Designated Safeguarding Lead
Chair of Governors	Emma Baxter	September 2026 – Level 1 Safeguarding Training
Designated teacher for Looked After Children	Lydia Howard	12th March 2025 - Level 3 Designated Lead Multi-Agency Training
Prevent Lead	Lydia Howard	1st September 2025 – Prevent Awareness Training
Mental Health Lead	Lydia Howard	June 2024 – Senior Mental Health Lead (Creative Education)
SENDCo	Sam Pearsall	September 2026 – Level 1 Safeguarding Training
PSHE Lead	Michelle Dickerson	September 2026 – Level 1 Safeguarding Training
Strategic Attendance Lead	Claire Frend	5th October 2026 – Level 3 Role of Designated/Deputy Safeguarding Lead Multi-Agency Training

2.Links to other procedures and agencies

This safeguarding procedure has been developed with due regard to current statutory guidance and should be read in conjunction with relevant national guidance, local safeguarding partnership procedures, JTMAT policies and school-based policies and procedures.

Statutory and National Guidance

This procedure should be read alongside the following statutory and national guidance:

- Keeping Children Safe in Education 2026 (KCSIE)

- Working Together to Safeguard Children 2026
- Working Together to Improve School Attendance
- Prevent Duty Guidance: England and Wales
- What to do if you're worried a child is being abused: advice for practitioners
- Statutory Framework for the Early Years Foundation Stage (EYFS), where applicable
- After-school clubs, community activities and tuition: safeguarding guidance for providers

Local Safeguarding Arrangements

The school works within and has regard to the procedures, guidance and thresholds of the relevant local safeguarding partnerships. These include:

- Staffordshire Safeguarding Children Partnership
- Derby and Derbyshire Safeguarding Children Partnership, where applicable.

Staff should refer to the relevant local safeguarding partnership procedures when seeking advice, considering early help or making referrals in relation to the safeguarding and welfare of a child.

JTMAT and School Policies and Procedures

This safeguarding procedure should be read in conjunction with relevant JTMAT and school policies and procedures, including:

- JTMAT Safeguarding Policy
- JTMAT Attendance Policy
- JTMAT Behaviour Policy
- JTMAT Anti-Bullying Policy
- JTMAT Home Visits Policy
- JTMAT Staff Code of Conduct
- Whistleblowing Policy/Procedure
- Online Safety Policy/Procedure
- Preventing Extremism and Radicalisation Policy/Procedure
- Health and Safety Policy
- Use of Reasonable Force/Restrictive Physical Intervention Procedure
- PSHE, Relationships and Health Education Policy/Procedure
- Early Years Foundation Stage Curriculum and Assessment procedures, where applicable.

Child-on-child abuse is incorporated within the JTMAT Safeguarding Policy and this safeguarding procedure. The school therefore does not maintain a separate Child-on-Child Abuse Policy.

After-School Clubs, Community Activities and Tuition

The school has regard to the Department for Education's After-school clubs, community activities and tuition: safeguarding guidance for providers in relation to before- and after-school clubs, community activities, tuition and other out-of-school provision.

The school's arrangements for ensuring compliance with this guidance are set out within Lettings and Hirings Procedure.

These arrangements ensure that appropriate consideration is given to safeguarding and child protection, the suitability of staff and volunteers, health and safety, supervision, risk assessment and the reporting of safeguarding concerns.

Where the school premises are used by an external organisation or provider, the school seeks appropriate assurance that the organisation has suitable safeguarding and child protection policies and procedures in place and that appropriate safeguarding arrangements are followed. Any safeguarding concerns arising from an external provider's use of the school premises will be responded to in accordance with the school's safeguarding procedures and statutory guidance.

Additional Safeguarding Information and Professional Updates

The school accesses relevant safeguarding information, updates and professional guidance to ensure that safeguarding practice remains current. This includes, as applicable:

- **NSPCC CASPAR safeguarding briefings and newsletters**
- **The Key**
- **JTMAT safeguarding updates, briefings and training**
- **Staffordshire Safeguarding Children Partnership updates**
- **Derby and Derbyshire Safeguarding Children Partnership updates**, where applicable
- **Department for Education safeguarding updates**
- Other recognised safeguarding and online safety advice, training and professional resources used by the school.

These policies, procedures, statutory documents, local safeguarding arrangements and professional resources should be considered alongside this procedure and collectively support the school's commitment to safeguarding and promoting the welfare of all children.

3.Ethos and Culture

At **Winshill Village Primary & Nursery School**, children's safety, welfare and wellbeing are at the centre of everything we do. We believe that every child has the right to feel safe, to be protected from harm and to flourish in an environment where their needs are recognised and safeguarded.

Our approach is underpinned by current statutory guidance, including **Keeping Children Safe in Education 2026** and **Working Together to Safeguard Children 2026**, together with the procedures and guidance of the **Staffordshire Safeguarding Children Partnership**.

We are a **child-centred school**. Children are reassured that they have a voice, will be listened to and that what they say will be taken seriously. They are supported to identify trusted adults and know that they can share worries or concerns without being made to feel that they are creating a problem. Staff understand the importance of listening carefully to children and ensuring that their

wishes, feelings and lived experiences inform decisions about their safety and the support they receive.

We recognise that children do not always disclose abuse or harm directly. A child may not be ready or know how to tell someone that they are being harmed; they may feel embarrassed, humiliated or frightened, or may not recognise their experiences as harmful. Additional vulnerabilities, communication needs, SEND, language barriers or other individual circumstances may create further barriers to disclosure. Staff therefore maintain **professional curiosity**, notice changes in behaviour, presentation, relationships, attendance and wellbeing, and build trusted relationships that enable children to communicate in ways that are appropriate for them.

We make every effort to listen to and capture the **voice of the child** so that we understand their lived experience rather than relying solely on the views of adults around them. Staff are vigilant and confident in identifying and challenging behaviours and attitudes that may cause harm. Harmful behaviour is not dismissed as *“banter”*, *“just having a laugh”* or *“part of growing up”*. We recognise that seemingly small or isolated concerns can form part of a wider pattern of harm.

Safeguarding concerns are recorded accurately and in a timely manner. Staff understand that **no concern is too small to share** and that information which may appear insignificant in isolation can become important when considered alongside other information. This enables the Designated Safeguarding Lead (DSL) and Deputy DSLs to build a holistic picture of a child’s circumstances, identify patterns and take action or seek support at the earliest opportunity.

At Winshill, we are committed to:

- placing children’s safety, welfare and **best interests** at the centre of our decisions;
- maintaining a culture of **“it could happen here”**, in which staff remain vigilant, professionally curious and prepared to act;
- ensuring safeguarding is understood as **everyone’s responsibility**, shared by staff, governors, volunteers and those working with or on behalf of the school;
- creating an environment where children feel safe to speak, know who they can talk to and are confident that adults will listen and respond;
- acting promptly where there are concerns about a child and ensuring information is shared with the DSL or Deputy DSL without unnecessary delay;
- recognising that changes in **attendance, behaviour, presentation or wellbeing** may be indicators of safeguarding concerns and responding appropriately;
- working positively and respectfully with parents and carers wherever it is safe and appropriate to do so, while always prioritising the welfare and best interests of the child;
- working effectively with safeguarding partners and other agencies to ensure children and families receive the right help and support at the right time;
- challenging unsafe, inappropriate, discriminatory or harmful behaviours consistently and professionally;
- promoting a culture in which staff feel confident to **report, question and professionally challenge** safeguarding practice where necessary;

- using sensitive and appropriate language when supporting children, recognising that children may not identify with terms such as “victim” or “perpetrator”;
- embedding safeguarding throughout the curriculum, including opportunities for children to learn about healthy relationships, boundaries, consent, online safety and how to seek help in an age-appropriate way; and
- recognising the emotional demands that safeguarding work can place on staff and ensuring that staff are able to seek advice and support from the DSL and wider leadership team.

Safeguarding is not viewed as a standalone process at Winshill. It is embedded within our **curriculum, relationships, attendance practice, behaviour, online safety, pastoral support, recruitment, staff development and everyday interactions with children and families**. Staff receive appropriate safeguarding training and regular updates so that they have the knowledge, confidence and professional curiosity needed to identify concerns and take appropriate action.

We maintain a professional attitude of “**it could happen here**” and promote a culture of openness, transparency, respectful challenge and vigilance. Leaders and governors regularly review safeguarding arrangements and use safeguarding information, staff and pupil voice, training, audits and learning from local and national safeguarding practice to continually strengthen our provision.

Everyone within the Winshill community has a part to play in safeguarding children. Through strong relationships, early identification, effective communication and a willingness to act, we aim to create a culture in which children feel **safe, heard, valued and protected**, and where safeguarding is understood and prioritised by all.

4.Safeguarding Training for Staff

At Winshill Village Primary & Nursery School, safeguarding training is an ongoing process. We recognise that effective safeguarding relies upon all staff having the knowledge, confidence and professional curiosity to recognise concerns, respond appropriately and take prompt action. Safeguarding training is therefore not limited to a single annual event but is reinforced throughout the academic year.

All staff understand that safeguarding and promoting the welfare of children is everyone’s responsibility and that they have an individual responsibility to recognise, record, report and, where necessary, escalate concerns.

Annual Safeguarding Training and Updates

All staff receive an annual safeguarding update at the beginning of each academic year. This includes changes to Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children 2026, and any other relevant statutory, national, local or JTMAT safeguarding guidance.

All staff are required to read and understand at least Part One of KCSIE 2026 and sign to confirm that they have done so.

Staff understanding is reinforced and monitored throughout the year through safeguarding quizzes, professional discussions, staff meetings, briefings, training activities and DSL drop-ins.

Level 1 Safeguarding Training and Induction

At Winshill, all staff complete Level 1 Safeguarding training annually. This ensures that safeguarding knowledge and understanding remain current and that staff are confident in recognising, responding to, recording and reporting concerns.

New staff receive safeguarding information as part of their induction and complete Level 1 Safeguarding training within three months of commencing employment if they have not already completed the school's annual training.

Safeguarding induction ensures that new staff:

- understand the school's safeguarding procedures;
- know who the DSL and Deputy DSLs are;
- understand how to recognise, record and report concerns;
- know how to record safeguarding concerns using **MyConcern**;
- understand what to do if a child makes a disclosure;
- understand how to report allegations or low-level concerns about adults;
- understand whistleblowing and escalation procedures; and
- understand their responsibilities in relation to online safety, filtering and monitoring.

Contextual Safeguarding

Safeguarding training is tailored to reflect the specific safeguarding context of Winshill Village Primary & Nursery School and the needs of our children, families and local community.

The DSL regularly reviews safeguarding information, including the MyConcern data dashboard, to identify patterns, trends and emerging areas of concern. This information is used to inform staff training, safeguarding briefings and professional discussion.

Contextual information may include themes such as domestic abuse, neglect, mental health and emotional wellbeing, attendance, online safety, child-on-child abuse, exploitation or other vulnerabilities identified within our school community.

Staff understand that safeguarding risks may occur inside or outside the home, within school, in the community and online, and that different forms of harm may overlap.

Prevent Training

All staff undertake appropriate Prevent training and receive regular updates to ensure that they understand their responsibilities under the Prevent duty.

Training supports staff to recognise indicators that a child may be vulnerable to radicalisation or extremism and ensures that they understand how and when to report concerns. Prevent is also revisited through annual safeguarding training and ongoing safeguarding updates where appropriate.

Generative Artificial Intelligence

Staff receive training and updates relating to the safeguarding implications of generative artificial intelligence (AI).

This includes awareness of emerging risks associated with AI-generated or manipulated content, deepfakes, inappropriate images, audio or video, misinformation, privacy and personal data, online abuse and the potential misuse of AI to facilitate bullying, harassment or exploitation.

Staff are reminded of their professional responsibilities when using generative AI and the importance of protecting children's personal, confidential and sensitive information. As technology and associated safeguarding risks develop, further training and guidance are provided as appropriate.

Ongoing Safeguarding Updates

Safeguarding remains at the forefront of staff practice throughout the academic year. Training and information are regularly reinforced through staff meetings, safeguarding briefings, emails, newsletters, bulletins, INSET sessions, JTMAT updates and information from local safeguarding partners.

Relevant learning from local and national safeguarding developments and emerging safeguarding themes is shared with staff where appropriate. Where new or emerging risks are identified, information is shared promptly rather than waiting for the next scheduled annual training session.

Responding to Safeguarding Concerns

All staff are trained to recognise indicators of abuse, neglect and exploitation and understand that safeguarding concerns may be complex, overlapping and develop over time.

Staff know what to do if a child makes a disclosure or if they become concerned about a child's welfare. They understand that they must listen carefully, take the child seriously, avoid leading questions, never promise confidentiality, reassure the child appropriately and record and report the concern without unnecessary delay.

Children who report abuse or harm are taken seriously, supported and kept safe. No child should be made to feel that they are creating a problem by reporting a concern or feel ashamed for speaking to an adult.

Early Help and Referrals

Staff understand their role in identifying children and families who may benefit from **early help** and recognise the importance of securing appropriate support at the earliest opportunity.

All staff understand the school's referral procedures and know that concerns should be shared promptly with the DSL or a Deputy DSL.

Staff understand that referrals may be required where a child is in need or where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. They also understand that they may be required to contribute to assessments and subsequent multi-agency safeguarding work.

Escalation and Professional Challenge

All staff receive training on the school's internal safeguarding escalation procedures.

Staff understand that they must never assume somebody else will take action. Where they believe that appropriate safeguarding action has not been taken, disagree with a safeguarding decision or

remain concerned about a child's safety or welfare, they are expected to raise the matter with the DSL and professionally challenge and escalate their concerns.

Staff are also made aware of relevant local safeguarding partnership escalation procedures and understand their responsibility to continue to escalate or “press for reconsideration” where they believe that a child's needs are not being adequately addressed or the child remains at risk of harm.

If in doubt, staff know that they must always seek advice from the DSL or a Deputy DSL.

Concerns About Adults and Whistleblowing

All staff understand their responsibility to report concerns about the conduct of any adult working with children, including allegations and low-level concerns.

Staff know the appropriate internal reporting routes and understand that concerns about adults will be taken seriously and responded to in accordance with school, JTMAT and statutory safeguarding procedures.

All staff are made aware of the school's and JTMAT's whistleblowing procedures and understand how to raise a concern if they believe safeguarding practice is unsafe, concerns are not being addressed appropriately or they feel unable to raise the matter through normal internal procedures.

Site Safeguarding and Lanyards

Safeguarding training also reinforces staff responsibilities for maintaining a safe and secure school site. At Winshill, a clear colour-coded lanyard system enables staff to identify the status of adults within school:

- **Blue lanyards** – school staff;
- **Green lanyards** – visitors with appropriate DBS clearance; and
- **Red lanyards** – visitors without DBS clearance, who must not be left unaccompanied with children.

Staff are expected to remain vigilant and appropriately challenge any unknown or unrecognised person on the school site. Any safeguarding concern relating to a visitor must be reported immediately to the DSL.

Monitoring Training and Understanding

The DSL and senior leaders maintain oversight of safeguarding training and ensure that appropriate records are maintained. Training needs are reviewed in response to changes in statutory guidance, safeguarding data, emerging risks, staff feedback and the needs of the school community.

Where a gap in knowledge or practice is identified, additional training, guidance or support is provided.

Through annual Level 1 training, induction, contextual safeguarding information, regular updates, professional discussion and ongoing monitoring, we ensure that safeguarding remains at the forefront of staff practice and that every member of staff has the knowledge, confidence and professional curiosity to recognise concerns, take appropriate action and keep children safe.

5.Roles and Responsibilities of the DSL/DDSL

At Winshill Village Primary & Nursery School, the Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Deputy Designated Safeguarding Leads (DDSLs) are trained to the same standard as the DSL and are able to fulfil safeguarding responsibilities in the DSL's absence.

The DSL has the appropriate status and authority within the school to carry out the duties of the role and is provided with sufficient time, training, resources and support. While specific safeguarding activities may be delegated to appropriately trained DDSLs, ultimate lead responsibility for safeguarding remains with the DSL.

DSL and DDSL Training and Professional Development

The DSL and DDSLs undertake appropriate Designated Safeguarding Lead training, which is updated at least every two years. Their knowledge and skills are refreshed regularly, and at least annually, to ensure they remain confident, informed and up to date with changes in legislation, statutory guidance, local procedures and emerging safeguarding risks.

Ongoing professional development includes:

- attendance at Education Safeguarding DSL briefings and training;
- networking and professional discussion with other DSLs across JTMAT;
- engagement with local safeguarding networks and partnership meetings;
- safeguarding emails, newsletters, bulletins and professional updates;
- reading and reviewing Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and other relevant statutory guidance;
- updates from Staffordshire Safeguarding Children Partnership and other safeguarding agencies;
- Prevent and Channel updates and training;
- online safety, filtering and monitoring updates; and
- learning from local and national safeguarding reviews, emerging themes and changes in safeguarding practice.

The DSL and DDSLs use this learning to inform school procedures, staff training and safeguarding practice. Relevant information is shared with staff promptly where it has implications for their responsibilities or the children within our school.

Availability During Term Time

During term time, the **DSL or a trained DDSL is available during school hours** for staff to discuss safeguarding concerns and seek advice.

In the absence of the DSL, a DDSL assumes responsibility for the day-to-day management of safeguarding concerns. Staff are aware of who is available and understand that safeguarding action must never be delayed because a particular member of the safeguarding team is unavailable.

The DSL and DDSLs act as a source of support, advice and expertise for staff and work closely with senior leaders, pastoral staff, SEND staff, attendance staff and other professionals to ensure that decisions are informed by a holistic understanding of the child.

Safeguarding Arrangements Outside Term Time

We recognise that safeguarding responsibilities continue when the school is closed and that children and families may require information about where they can seek help during these periods.

At the end of each term, appropriate safeguarding information and signposting are provided to parents and carers, including details of services that can be contacted if they are concerned about the safety or welfare of a child.

During school closure periods, out-of-office email responses provide safeguarding signposting and information about how to seek help or make a referral. Safeguarding information and relevant contact details are also available through the school website.

Where school-organised activities, educational visits or residential visits take place outside normal school hours or term time, appropriate safeguarding arrangements are established in advance. This includes access to a named member of the Senior Leadership Team/DSL team who can be contacted for safeguarding advice and support.

Where any school-based provision operates during a holiday period, appropriate DSL/DDSL or senior safeguarding cover is identified as part of the planning for that provision.

In an emergency, children, families and staff are reminded that concerns requiring immediate protection should be reported directly to the appropriate emergency or statutory services.

Safeguarding Case Management

Safeguarding concerns are recorded and managed using MyConcern. The DSL and DDSLs monitor safeguarding records to ensure that concerns are recorded accurately and promptly and that appropriate actions, decisions, outcomes and rationales are clearly documented.

The DSL maintains oversight of safeguarding cases and ensures that:

- concerns are reviewed and followed up appropriately;
- patterns, themes and repeated concerns are identified;
- the child's voice and lived experience are considered;
- appropriate referrals are made without unnecessary delay;
- risk assessments and safety plans are completed and regularly reviewed where required;
- information is shared appropriately with relevant professionals;
- actions arising from referrals, meetings and professional discussions are recorded;
- cases are not allowed to drift without appropriate review or challenge; and
- safeguarding records are securely maintained and appropriately transferred when a child leaves the school.

The DSL/DDSLs make referrals to children's social care and other safeguarding agencies where appropriate and support staff to make referrals where necessary. They ensure that the school

contributes effectively to multi-agency safeguarding processes, including strategy discussions, Child in Need meetings, child protection conferences and core groups where required.

DSL/DDSL Supervision

The DSL and DDSLs undertake half-termly safeguarding supervision and case management discussions.

Supervision provides protected time to review safeguarding cases, reflect on decision-making, consider risk and identify whether further action, professional challenge or escalation is required. It also provides an opportunity to consider patterns across cases, workload, professional development and the emotional impact of safeguarding work.

The school recognises that safeguarding work can be emotionally demanding. DSLs and DDSLs are encouraged to seek additional support or supervision between scheduled sessions where a complex or particularly challenging safeguarding matter arises.

Multi-Agency Working and Professional Challenge

The DSL and DDSLs recognise that effective safeguarding requires strong multi-agency working. They work with children's social care, police, health professionals, education services and other relevant agencies to secure appropriate help and protection for children.

The DSL/DDSLs attend and contribute to relevant professional meetings and ensure that information is shared appropriately to support effective decision-making.

Where the school believes that a child's needs are not being adequately addressed or remains concerned about the level of response from another agency, the DSL will professionally challenge and escalate concerns in accordance with local safeguarding partnership procedures.

Understanding Our Local Safeguarding Context

The DSL and DDSLs maintain an understanding of the local community and the safeguarding risks affecting children and families in Winshill and the surrounding area.

This understanding is developed through engagement with relevant local professionals and services, including, where appropriate:

- Staffordshire Safeguarding Children Partnership;
- local police and Police Community Support Officers (PCSOs);
- locality and partnership safeguarding meetings;
- local authority safeguarding and education services;
- vulnerability and multi-agency services;
- children's social care;
- health and mental health services; and
- other community and voluntary organisations supporting children and families.

Information from these partnerships is considered alongside the school's own safeguarding information, including MyConcern data, attendance information, pupil and family needs and

emerging safeguarding themes, to develop a clear understanding of the school's contextual safeguarding picture.

Where local or emerging risks are identified, the DSL ensures that these inform staff training, safeguarding briefings, curriculum opportunities, risk assessments and wider preventative work within the school.

Promoting Positive Outcomes for Vulnerable Children

The DSL and DDSLs maintain a particular focus on children who may be vulnerable, including children receiving support from children's social care and those who have experienced adversity or trauma.

They work with teachers, leaders and other professionals to ensure that relevant information is shared appropriately and that the child's circumstances are understood when decisions are made about their education, attendance, behaviour, wellbeing and support.

The school maintains high aspirations for vulnerable children and seeks to ensure that safeguarding intervention not only protects children from harm but supports their educational achievement, wellbeing, attendance and longer-term outcomes.

Through regular training, professional networking, supervision, effective case management and engagement with local safeguarding partners, the DSL and DDSLs maintain the knowledge, oversight and professional challenge necessary to lead a strong and proactive safeguarding culture at Winhill.

6. Local Governing Body

At Winhill Village Primary & Nursery School, the Local Governing Body (LGB) has a strategic responsibility for safeguarding and provides appropriate support, scrutiny and challenge to assure itself that safeguarding arrangements are effective and consistently implemented across the school.

Governors have regard to Keeping Children Safe in Education 2026 (KCSIE), particularly Part Two, and ensure that safeguarding and child protection arrangements reflect current statutory guidance, JTMAT requirements and local safeguarding procedures.

Governance Oversight and Assurance

The Local Governing Body assures itself that safeguarding duties are being carried out effectively rather than relying solely on information provided by school leaders. Safeguarding is regularly considered through governing body meetings, reports from the Headteacher and DSL, visits by the Safeguarding Link Governor, safeguarding audits and scrutiny of relevant safeguarding information.

The LGB receives appropriate information about safeguarding while maintaining confidentiality. This enables governors to identify themes and trends, monitor actions and provide appropriate challenge without accessing unnecessary details about individual children.

Governors seek assurance that:

- safeguarding policies and procedures are current, understood and implemented effectively;
- the DSL and DDSLs have sufficient time, training, resources and support to fulfil their responsibilities;
- staff and governors receive appropriate safeguarding training and updates;

- safer recruitment requirements and the Single Central Record are appropriately maintained;
- concerns about children and adults are recorded, reported and acted upon appropriately;
- attendance and children missing education are considered as potential safeguarding indicators;
- online safety, filtering and monitoring arrangements are effective;
- children know how to seek help and feel confident that concerns will be taken seriously;
- appropriate arrangements are in place for vulnerable children, including children with SEND and children known to children's social care;
- allegations, low-level concerns and whistleblowing arrangements are understood and followed; and
- actions arising from safeguarding audits, reviews or identified areas for development are completed within appropriate timescales.

Safeguarding Link Governor

The Local Governing Body appoints a Safeguarding Link Governor, who provides additional scrutiny of safeguarding arrangements on behalf of the governing body.

The Safeguarding Link Governor meets with the DSL at least termly and undertakes safeguarding monitoring visits. These visits provide an opportunity to discuss safeguarding practice, review compliance and explore how safeguarding procedures operate in practice.

Monitoring may include consideration of staff training records, induction arrangements, safeguarding themes and trends, MyConcern data, attendance, referrals, early help, child-on-child concerns, online safety, filtering and monitoring, safer recruitment and the Single Central Record.

The Safeguarding Link Governor may also speak with staff and, where appropriate, pupils to help assure the governing body that safeguarding procedures are understood and embedded throughout the school.

Following visits, the Safeguarding Link Governor provides appropriate feedback or a report to the Local Governing Body. Any actions identified are monitored to completion.

Reports to the Local Governing Body

The Headteacher and/or DSL provide governors with regular safeguarding information to enable them to fulfil their strategic oversight responsibilities.

Reports include appropriate anonymised and aggregated information relating to safeguarding activity, emerging themes, referrals, early help, attendance, child-on-child concerns, staff training, allegations or low-level concerns where appropriate, online safety and other relevant safeguarding matters.

Governors use this information to ask questions, identify trends and assure themselves that appropriate action is being taken. Safeguarding information is handled sensitively, and governors do not become involved in the operational management of individual safeguarding cases.

DSL and Safeguarding Leadership

The LGB assures itself that an appropriately trained Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are in place.

Governors ensure that the DSL has appropriate authority, time, training, funding, resources and support to fulfil the role effectively. DDSLs are trained to the same standard as the DSL and appropriate arrangements are in place to ensure safeguarding leadership is available when required.

The governing body also seeks assurance that the DSL maintains appropriate oversight of safeguarding case management and that suitable supervision arrangements are in place for the DSL/DDSL team.

Safeguarding Training

Governors undertake safeguarding and child protection training appropriate to their strategic responsibilities. Training enables them to understand their role, recognise weaknesses in safeguarding arrangements and provide effective support and challenge to school leaders.

The LGB also assures itself that staff safeguarding training is current and that staff understand the school's safeguarding procedures. At Winshill, this includes the school's commitment for all staff to complete Level 1 Safeguarding training annually, alongside ongoing safeguarding updates throughout the year.

Governors involved in recruitment undertake appropriate safer recruitment training and seek assurance that statutory recruitment and vetting requirements are followed.

Online Safety, Filtering and Monitoring

The Local Governing Body ensures that online safety is an integral part of the school's safeguarding arrangements.

Governors seek assurance that appropriate filtering and monitoring systems are in place and that roles and responsibilities for these systems are clearly understood. Arrangements are reviewed regularly, including through reports, monitoring and discussion with relevant school leaders and IT support.

Governors recognise the need to balance protection from harmful and inappropriate online content with the requirement to support effective teaching and learning.

The LGB also seeks assurance that the school responds appropriately to emerging technological safeguarding risks, including social media, harmful online content, cyber security and the use or misuse of generative artificial intelligence.

Safeguarding Audits and Monitoring

The Local Governing Body ensures that required safeguarding audits and self-evaluation activities are completed and that any resulting actions are addressed.

This includes oversight of the school's Section 175/157 safeguarding audit and relevant JTMAF safeguarding monitoring and audit processes.

Where an audit, governor visit, safeguarding review or other monitoring activity identifies an area for development, an appropriate action is established and progress is monitored by leaders and governors until the matter is satisfactorily addressed.

Safer Recruitment and Concerns About Adults

The LGB assures itself that the school operates effective safer recruitment procedures and that all required pre-employment checks are completed and appropriately recorded.

Governors also ensure that clear procedures are in place for managing allegations and low-level concerns about adults working with children and that staff understand how concerns should be reported.

The LGB promotes a culture in which staff feel able to raise concerns about poor or unsafe practice. Governors seek assurance that staff understand the school's and JTMAT's whistleblowing procedures and are aware of external routes for raising safeguarding concerns, including the NSPCC Whistleblowing Advice Line.

Pupil Voice and Safeguarding Curriculum

The Local Governing Body seeks assurance that children are taught how to keep themselves and others safe, both offline and online, through an age-appropriate safeguarding curriculum.

Governors consider how the school listens to pupil voice and how leaders know that children feel safe, know which adults they can speak to and believe that their concerns will be listened to and acted upon.

Governors also seek assurance that safeguarding provision is inclusive and responsive to children who may experience additional barriers to recognising or reporting harm, including children with SEND or communication needs.

Equality and Inclusion

The Local Governing Body recognises its responsibilities under the Human Rights Act 1998, Equality Act 2010 and Public Sector Equality Duty.

Governors seek assurance that safeguarding arrangements are inclusive, that discrimination and prejudice are appropriately challenged and that the individual needs and circumstances of children are considered when safeguarding decisions are made.

Use of School Premises by External Organisations

Where school premises are used by external organisations or individuals, the LGB seeks assurance that appropriate safeguarding arrangements are in place.

Where activities are directly managed by the school, the school's safeguarding arrangements apply. Where provision is managed by an external organisation, appropriate checks and assurances are obtained regarding the provider's safeguarding arrangements.

Safeguarding expectations are incorporated into relevant letting, hiring or use agreements, and concerns about an external provider are acted upon appropriately.

Accountability and Continuous Improvement

The Local Governing Body recognises that its role is not simply to confirm that policies exist but to assure itself that safeguarding arrangements work effectively in practice.

Through regular reports, termly Safeguarding Link Governor visits, safeguarding audits, training, scrutiny of anonymised safeguarding information, pupil and staff voice and appropriate challenge to leaders, governors maintain oversight of the school's safeguarding culture and practice.

Any areas requiring improvement are identified, recorded and followed up. This enables the Local Governing Body to assure itself that safeguarding at Winshill Village Primary & Nursery School remains effective, child-centred and embedded throughout the school.

7. Working with Parents/Carers

At Winshill Village Primary & Nursery School, we recognise that effective safeguarding is strengthened through positive, respectful and open relationships with parents and carers. We aim to work in partnership with families, while ensuring that the safety and best interests of the child remain our primary consideration.

We ensure that parents and carers understand the school's safeguarding responsibilities, how they can raise concerns and where they can access information, advice and support.

Keeping Parents and Carers Informed

Parents and carers are made aware of the school's safeguarding arrangements when their child joins Winshill and throughout their child's time at the school.

The school's safeguarding information is available through the school website, including details of the Designated Safeguarding Lead (DSL) and safeguarding procedures. Information can also be provided in alternative formats where required.

Safeguarding information and updates are regularly shared with parents and carers through a range of communication methods, including:

- school newsletters and parent communications;
- the safeguarding section of the school website;
- letters, emails and messages to families;
- parent meetings, workshops and information sessions where appropriate;
- information relating to emerging local or national safeguarding concerns;
- online safety advice and resources;
- information and signposting to local and national support services; and
- reminders about school safeguarding procedures and how parents can report a concern.

Where a particular safeguarding issue or emerging risk is identified, relevant information is shared with families promptly and in an accessible way.

Working in Partnership

We aim to develop relationships with parents and carers based on respect, openness and appropriate professional challenge. Wherever it is safe and appropriate to do so, parents and carers are involved in discussions about concerns relating to their child and the support that may be required.

The school will explain safeguarding processes and decisions as clearly as possible and will listen to the views of parents and carers. We recognise that families may sometimes find safeguarding conversations difficult, and staff will approach these discussions sensitively while maintaining a clear focus on the child's welfare.

Parents and carers are encouraged to speak to the DSL or another appropriate member of staff if they have concerns about the safety or welfare of their own child or another child.

Referrals and Information Sharing

Wherever appropriate, the school will discuss safeguarding concerns with parents or carers before making a referral to another agency.

There may, however, be circumstances where it is not appropriate or safe to seek parental consent or inform parents before taking action. This may include situations where doing so could place a child at increased risk, prejudice an investigation or cause an unnecessary delay in protecting a child.

Where there is a safeguarding concern, a lack of parental agreement or engagement will not prevent the DSL from sharing information or making a referral where this is necessary to safeguard a child.

Information is handled sensitively and shared on a need-to-know basis in accordance with safeguarding and information-sharing requirements.

Maintaining Accurate Information

Parents and carers are responsible for ensuring that the school has accurate and current information about their child and family circumstances. Parents are asked to inform the school promptly of any significant changes.

This includes changes to contact details, home address, emergency contacts, adults with parental responsibility, authorised collection arrangements and any court orders or other legal arrangements that may affect the care, contact or collection of a child.

The school requests at least two emergency contacts for every child wherever reasonably possible. Information is stored securely and accessed or shared only where appropriate.

Attendance and Safeguarding

Parents and carers are regularly reminded that attendance is an important part of safeguarding. Families are expected to inform the school promptly when their child is absent and provide an appropriate reason for the absence.

Where attendance, repeated absence or unexplained absence gives rise to a safeguarding concern, the school will make appropriate enquiries and work with parents, carers and other agencies where necessary.

Online Safety

Online safety is a key part of our work with parents and carers. The school regularly shares information to help families understand current and emerging online risks and support children to use technology safely and responsibly.

This may include information about social media, gaming, messaging, inappropriate or harmful content, online relationships, cyberbullying, sharing images, privacy, scams and emerging technologies such as generative artificial intelligence and deepfakes.

Parents and carers are also provided with appropriate information about the school's approach to online safety, including filtering and monitoring.

We encourage parents to maintain open conversations with their children about their online lives, understand the applications, games and websites they use and report concerns to the school where these may affect a child's safety or wellbeing.

Signposting and Support

Safeguarding communication is not limited to informing parents about risks. Where appropriate, we also use our communications to signpost families to sources of help and support.

This may include support relating to mental health and wellbeing, domestic abuse, early help, online safety, financial or family difficulties and other issues that may affect children and families.

Where appropriate, the DSL and other school staff work with parents and carers to identify suitable support and facilitate engagement with other services.

School Closure and Holiday Periods

Before school closure periods, parents and carers may be provided with appropriate safeguarding information and signposting so that they know where to seek help if they are concerned about a child's safety or welfare when school is closed.

Relevant safeguarding and emergency contact information is also made available through appropriate school communication channels.

Through regular communication, accessible safeguarding information, online safety updates, signposting and positive relationships with families, Winshill Village Primary & Nursery School aims to ensure that parents and carers are informed, involved and supported as important partners in keeping children safe.

8. Specific Safeguarding Risks Training

At Winshill Village Primary & Nursery School, we recognise that staff and governors need to understand both general safeguarding responsibilities and the specific safeguarding risks identified within the JTMAT Safeguarding Policy.

The DSL and DDSs ensure that these specific safeguarding issues are incorporated into the school's safeguarding training programme. A safeguarding training calendar is planned across the academic year to ensure that key areas are revisited regularly and that training responds to changes in statutory guidance, JTMAT requirements, local safeguarding priorities and emerging risks within our school community.

Training is delivered through a range of approaches, including annual safeguarding training, INSET, staff meetings, safeguarding briefings, emails, newsletters, scenario-based discussions, quizzes and external training where appropriate. Governors receive appropriate training and safeguarding updates to enable them to understand specific risks and provide effective support and challenge to school leaders.

The DSL/DDS also uses MyConcern data and contextual safeguarding information to identify patterns and emerging themes within the school. Where a particular safeguarding risk becomes more prevalent or a new concern emerges, additional training or information is provided promptly rather than waiting for the next planned training session.

Staff and governors are expected to understand how specific safeguarding risks may present, the indicators that could suggest a child requires help or protection, and the action they must take.

Training reinforces the importance of professional curiosity, recognising that safeguarding concerns may overlap and that a child's behaviour, attendance, presentation or changes in circumstances may provide important indicators of harm.

Recording and Monitoring Training

The school maintains a safeguarding training matrix which records safeguarding training and updates completed by staff and governors. This enables the DSL/DDSL to monitor participation, identify when refresher training is required and address any gaps in training.

Attendance or engagement with safeguarding briefings, INSET and other training opportunities is recorded as appropriate. Where staff or governors are unable to attend required training, arrangements are made for them to complete the training or receive the information at the earliest opportunity.

The school does not rely solely on attendance at training as evidence of understanding. Knowledge and confidence are checked through methods including safeguarding quizzes, scenarios, professional discussions, staff briefings and DSL/DDSL drop-ins.

Where these checks identify a gap in knowledge or understanding, the DSL/DDSL provides additional clarification, support or training and follows this up as necessary.

Through planned training, regular updates, contextual safeguarding information and checks on understanding, Winhill Village Primary & Nursery School ensures that staff and governors remain informed about specific safeguarding risks and are confident in recognising concerns and taking appropriate action.

9.Site Security

At Winhill Village Primary & Nursery School, maintaining a safe and secure site is an important part of our safeguarding arrangements. All staff share responsibility for site security and are expected to remain vigilant, follow agreed procedures and report any concerns immediately.

Access to the School Site

The school gates are kept **closed and secure throughout the school day**. Visitors, volunteers, contractors and students access the school through the **main entrance** and must report to the school office before entering the main school.

All visitors are required to **sign in** and wear the appropriate identification while on site. Winhill operates a colour-coded lanyard system:

- **Blue lanyards** – school staff;
- **Green lanyards** – visitors with appropriate DBS clearance; and
- **Red lanyards** – visitors without DBS clearance, who must not be left unaccompanied with children.

Staff are expected to appropriately challenge any unknown, unrecognised or unidentified person on the school site. Any concerns about a visitor or the security of the site must be reported immediately to the DSL, a member of the Senior Leadership Team or the school office.

Parents, carers and family members attending events access the school through designated entrances, with appropriate supervision and access arrangements in place.

Arrival, Collection and Leaving the Site

Children are released at the end of the school day only in accordance with the school's agreed collection arrangements. Children will only be released to a parent/carer or another adult where appropriate permission has been provided.

If there is any uncertainty about the identity of an adult collecting a child or whether they have permission to do so, the child will remain in school until this has been verified.

Where a child leaves school during the school day, for example for an appointment, they must be collected by an authorised adult and the appropriate signing-out procedure must be followed through the school office.

Staff are made aware where there are known restrictions or safeguarding arrangements affecting who may have contact with or collect a child.

Supervision and Security of the Premises

Children are appropriately supervised throughout the school day, including during lessons, transitions, breaktimes and lunchtimes.

Staff on duty are expected to remain vigilant and monitor both children's safety and the security of the school environment. Gates and external access points must not be left unsecured.

Classrooms and other areas that are not in use are secured appropriately, with doors and windows closed where required. Staff must report damaged gates, fencing, doors, locks or other security concerns promptly so that appropriate action can be taken.

Health and Safety and Emergency Procedures

Site security is considered alongside the school's wider health and safety arrangements and risk assessments. Risk assessments are completed and reviewed as appropriate, with oversight from school leaders.

A health and safety audit is undertaken annually and relevant information is reported to governors.

The school maintains appropriate procedures for emergencies, including fire evacuation and lockdown. Staff and pupils are made aware of these procedures and practice drills are undertaken. Personal Emergency Evacuation Plans (PEEPs) are put in place for individuals who require additional support to evacuate safely.

Medication and Medical Safety

Medication is stored and administered in accordance with the school's agreed medical procedures. Medication requiring secure storage is kept appropriately, while emergency medication such as inhalers and adrenaline auto-injectors remains readily accessible to those who may require it.

Appropriate records are maintained when medication is administered, and relevant medication accompanies children where necessary during activities such as PE, educational visits and other off-site provision.

Mobile Phones, Cameras and Images

Staff must follow the school's expectations regarding the use of mobile phones, cameras and personal devices.

Staff must not use personal devices to photograph or record children. School-approved devices must be used where photographs or recordings are required for legitimate educational purposes.

Personal mobile phone use must not compromise the supervision or safeguarding of children. Any photography by parents or carers at school events is managed in accordance with the school's agreed arrangements and expectations.

Safeguarding Information

Safeguarding information is displayed around the school so that children, staff, parents and visitors can identify the DSL and safeguarding team and know who they can approach if they have a concern.

Visitors are expected to follow the school's safeguarding and site-security requirements while on the premises.

Confidentiality and Secure Information

Confidential and safeguarding information is stored securely and is accessible only to those who require it for their role. Information is shared appropriately and in accordance with safeguarding and data protection requirements.

Where safeguarding records need to be transferred to another education setting, this is completed securely and separately from the main pupil file, with appropriate arrangements to confirm that the information has been received by the receiving setting.

Monitoring Site Security

The School Business & Finance Manager and Senior Leadership Team oversee site security and associated risk-management arrangements. Procedures and risk assessments are reviewed regularly and following any significant incident or identified concern.

All staff understand that site security is a shared safeguarding responsibility. Any lapse in security, unidentified visitor, damaged access point or other concern that could affect the safety of children must be reported and acted upon promptly.

Through controlled access, clear visitor identification, appropriate supervision, secure collection procedures, risk assessment and staff vigilance, Winhill Village Primary & Nursery School maintains a safe and secure environment for children, staff and visitors.

10. Allegations Management and low level concerns

At Winhill Village Primary & Nursery School, all concerns or allegations about the conduct of staff, volunteers, contractors or other adults working with children are taken seriously and acted upon promptly.

Any allegation that an adult has harmed, or may have harmed, a child; may have committed an offence against a child; may pose a risk of harm to children; or may not be suitable to work with children must be reported immediately to the Headteacher. Where the concern relates to the Headteacher, it will be reported through the appropriate JTMAT procedure. Advice will be sought from the Local Authority Designated Officer (LADO) where appropriate, in accordance with Keeping Children Safe in Education 2026.

Staff are also expected to report low-level concerns about adult behaviour that may be inconsistent with the Staff Code of Conduct, even where the behaviour does not meet the harm threshold. Staff

are encouraged to report concerns or self-refer rather than deciding for themselves that a concern is insignificant.

All allegations and low-level concerns are recorded securely and confidentially, including the action taken and rationale for decisions. The Headteacher reviews low-level concerns to identify any patterns of inappropriate or concerning behaviour and takes further action where necessary.

Staff receive training on allegations, low-level concerns, professional boundaries and whistleblowing procedures. Where staff feel that a safeguarding concern about an adult has not been appropriately addressed, they are expected to escalate the matter.

The school works with JTMAT, the LADO, children's social care, police and other relevant agencies where required. The safety and welfare of children remain the primary consideration throughout the management of any allegation or concern.

11.Safeguarding Induction Checklist



Name: _____

Date: _____

	Criteria:	Comments:	Signature:
Day 1	Welcome		
	Employment Checks Complete		
	School Background Information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Document Behaviour Document Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		

	Health & Safety: Fire procedures and Fire officers (review date)		
Week 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding: Chair:		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding document		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
Week 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of completion:

Areas to follow up:

Training needs identified:

12. Specific Safeguarding Risks

12.1 Domestic Abuse- Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

12.2 Mental Health and Wellbeing

At Winshill Village Primary & Nursery School, we recognise that all staff have a role in supporting pupils' mental health and wellbeing. We understand that changes in a child's behaviour, emotional wellbeing, attendance or presentation may indicate that they need additional support and, in some circumstances, may also be an indicator of a safeguarding concern.

Staff are encouraged to identify concerns early and share them with the appropriate member of staff. Support is coordinated through the DSL/DDSLs, SENDCO and Wellbeing Lead, whose contact details are provided on Page 3 of this protocol. Where appropriate, the school works with parents/carers and external professionals to ensure children receive suitable support.

Our approach includes pastoral support, opportunities for children to talk to trusted adults, appropriate classroom adjustments, SEND support and referral or signposting to external services where additional or specialist support is required. Staff recognise that experiences such as abuse, neglect, trauma and other adverse childhood experiences can affect a child's mental health, behaviour and learning.

Only appropriately trained professionals diagnose mental health conditions; however, school staff are well placed to notice changes and respond to emerging concerns.

Where a mental health concern is also a safeguarding concern, staff must follow the school's safeguarding procedures immediately, record the concern appropriately and speak directly to the DSL or a DDSL. The child's safety and welfare will always be the priority.

12.3 Online Safety

At Winshill Village Primary & Nursery School, we recognise that technology is an important part of children's lives and learning, but that it can also facilitate abuse, exploitation, bullying and other safeguarding concerns. We therefore take a whole-school approach to online safety, ensuring that children, staff and parents understand online risks and know how to report concerns.

Our school-specific Online Safety Procedure/Policy is available on our website.

Online safety is considered across safeguarding, behaviour, the Staff Code of Conduct, curriculum planning, RHSE/PSHE, use of mobile and smart technology and staff training. Online safety is not treated as a separate issue but as an ongoing and interrelated safeguarding theme.

The school recognises the four broad areas of online risk: content, contact, conduct and commerce. This includes exposure to harmful or inappropriate content, grooming and exploitation, cyberbullying, sexual harassment, coercion, scams, radicalisation, pornography, and the consensual

or non-consensual creation and sharing of nude or semi-nude images. We also recognise emerging risks associated with generative artificial intelligence, manipulated images, deepfakes and sextortion.

Mobile and Smart Technology

We recognise that children may have access to the internet through mobile phones, smart watches and other devices using 3G, 4G and 5G networks, which may bypass the school's filtering systems.

The use of personal mobile and smart technology by pupils is therefore managed through clear school expectations and procedures. Online incidents involving bullying, harassment, inappropriate communication or the sharing of harmful or sexual content are treated as safeguarding concerns and are reported to the DSL/DDSL where appropriate.

Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place across its network and school devices. These systems are designed to prevent access to harmful or inappropriate content while supporting effective teaching and learning.

Online activity on the school network is monitored using Securus. Alerts and concerns identified through monitoring are reviewed and escalated where appropriate. Information from Securus is also used by the DSL and school leaders to identify patterns or emerging risks and to inform staff training, pupil online-safety education and safeguarding priorities.

Filtering and monitoring arrangements, including assigned responsibilities, are reviewed regularly and at least annually to ensure they remain appropriate for the age and needs of our pupils.

Education and Reporting

Online safety is taught throughout the curriculum, including through PSHE/RHSE and computing, and is reinforced through assemblies, safeguarding activities and other opportunities as appropriate. Children are taught how to recognise unsafe situations, behave responsibly online, protect personal information and seek help from a trusted adult.

Staff receive regular online-safety updates and understand how to recognise, record and report online safeguarding concerns. Where an online concern indicates that a child may be at risk of harm, normal safeguarding and referral procedures are followed.

Working with Parents and Carers

Parents and carers are supported to understand online risks through newsletters, school communications, the school website and information or guidance shared throughout the year. This includes emerging risks relating to social media, gaming, messaging, online relationships, inappropriate content, image sharing and new technologies.

Parents are encouraged to talk regularly with their children about their online activity and to report concerns to the school where these may affect a child's safety or wellbeing.

Review and Cyber Security

The school's approach to online safety is reviewed at least annually, taking account of the risks faced by our pupils, safeguarding incidents, monitoring information, technological developments and emerging national and local concerns.

The school also maintains appropriate cyber-security and access-management arrangements to protect its systems, information, staff and pupils. The effectiveness of these arrangements is reviewed periodically with relevant IT support and school leaders.

Through education, appropriate filtering and monitoring, staff vigilance, parental engagement and regular review, Winhill aims to ensure that children can benefit from technology while being appropriately protected from online harm.

12.4 Radicalisation and Extremism

At Winhill Village Primary & Nursery School, we recognise our statutory responsibility under the Prevent Duty to have due regard to the need to prevent people from being drawn into terrorism. Prevent is an integral part of our wider safeguarding responsibilities.

The name and contact details of the school's Prevent Lead can be found on Page 3 of this protocol.

The school maintains a Prevent Risk Assessment, which is reviewed regularly and considers the risks relevant to our pupils, school and local community. This includes local and national risks, online activity, curriculum provision, use of the school premises, external visitors and speakers, and any particular vulnerabilities within our school community. Appropriate actions are identified to reduce and manage these risks.

Staff receive appropriate Prevent training and updates and understand how to recognise and respond to concerns about radicalisation and extremism. Staff are expected to report any concerns immediately to the DSL/DDSL or Prevent Lead and record them in accordance with the school's safeguarding procedures.

Where there is a concern that a child may be vulnerable to radicalisation, the DSL/Prevent Lead will consider the appropriate safeguarding response and, where necessary, seek advice from or make a referral to the Local Authority Prevent Team/Channel process. Immediate safeguarding or emergency concerns will be referred to the appropriate statutory services.

Online safety forms an important part of our Prevent arrangements. The school uses appropriate filtering and monitoring systems, including Securus, to help identify access to concerning or harmful online material. Relevant information is reviewed and escalated to the DSL where required.

The curriculum, including PSHE/RHSE, Religious Education, assemblies and wider learning opportunities, supports pupils to develop respect, tolerance, critical thinking and an understanding of different beliefs and perspectives. Children are taught how to stay safe online, recognise harmful or manipulative content and seek help from a trusted adult.

Useful national resources include [The Prevent Duty guidance](#), [Educate Against Hate](#) and [ACT Early](#).

Through risk assessment, staff training, online monitoring, curriculum education and appropriate referral procedures, Winhill Village Primary & Nursery School works to identify concerns early and protect pupils who may be vulnerable to radicalisation or extremist influence.

12.5 Child on Child Abuse

At Winhill Village Primary & Nursery School, we recognise that children can abuse other children, both offline and online, and that this can occur inside or outside school. Child-on-child abuse is never acceptable and will always be taken seriously.

All staff are trained to recognise and respond to child-on-child abuse. Staff understand that it must never be dismissed as “banter”, “having a laugh” or “part of growing up”. The absence of reported incidents does not mean that abuse is not occurring, and staff are expected to remain vigilant and report concerns to the DSL/DDSL.

Child-on-child abuse may include:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- physical abuse;
- abuse within intimate personal relationships between children;
- sexual violence and sexual harassment;
- consensual or non-consensual sharing of nude or semi-nude images;
- upskirting;
- online harassment, coercion or abuse; and
- initiation or hazing-type behaviour.

When a child reports abuse, they will be listened to, taken seriously, supported and kept safe. They will never be made to feel that they are creating a problem by reporting abuse or made to feel ashamed.

All concerns are recorded on MyConcern and shared promptly with the DSL/DDSL. The DSL will consider the nature and context of the incident, including the ages and needs of the children, any power imbalance, coercion, discrimination, repetition or wider safeguarding concerns. Where necessary, advice or referrals will be made to children's social care, the police or other appropriate agencies.

The school considers the needs of all children involved. Appropriate support is provided to the child who has experienced the abuse, while recognising that a child displaying harmful behaviour may also have unmet or safeguarding needs. Children who have witnessed incidents will also be supported where appropriate.

Where required, the DSL/DDSL will complete an individual Safety Plan and/or Risk Assessment. This will identify risks and appropriate measures to keep children safe, including supervision, movement around school, classroom arrangements, break and lunchtime arrangements, online contact and communication with parents/carers. Plans are reviewed regularly and amended as circumstances change.

The school recognises that some children may be particularly vulnerable to child-on-child abuse, including children with SEND and other additional vulnerabilities. Staff consider individual needs and potential barriers to recognising or reporting abuse when providing support.

Child-on-child abuse is addressed through the school's wider safeguarding, behaviour, anti-bullying, online safety and curriculum arrangements. Through PSHE/RHSE and wider learning, children are taught about respectful relationships, appropriate boundaries, consent, online safety and how to seek help.

Through early identification, appropriate recording, risk assessment, safety planning and support, Winshill Village Primary & Nursery School works to prevent child-on-child abuse and respond effectively whenever concerns arise.

12.6 Children who are absent from education including Children Missing Education

At Winshill Village Primary & Nursery School, we recognise that regular attendance is an important part of safeguarding. Children who are absent from education may be at increased risk of abuse, neglect, exploitation, poor mental health, social isolation and poorer educational outcomes. Patterns of repeated or unexplained absence can also be an important warning sign of wider safeguarding concerns.

Our attendance arrangements are set out in the [JTMAT Attendance & Punctuality Policy](#) and are informed by the Department for Education's statutory [Working Together to Improve School Attendance guidance](#), updated in July 2026.

Staff monitor attendance closely and follow up unexplained absences promptly. Attendance concerns are considered alongside other information known about the child and family. Where absence raises a safeguarding concern, information is shared with the DSL/DDSL and appropriate safeguarding procedures are followed.

The Department for Education identifies two important categories of absence:

- Persistent Absence (PA): a pupil is persistently absent when they miss 10% or more of their possible school sessions, regardless of whether the absence is authorised or unauthorised.
- Severe Absence (SA): a pupil is severely absent when they miss 50% or more of their possible school sessions. These children require particular attention and may need intensive, coordinated support involving the school, family and other agencies.

At Winshill, attendance is monitored to identify children approaching these thresholds as well as those already persistently or severely absent. We work with parents/carers to understand and remove barriers to attendance and involve appropriate external agencies where additional support is required.

Staff also understand the distinction between absence from school and Children Missing Education (CME). Where a child is believed to be missing education or their whereabouts cannot be established, the school follows local authority procedures and works with relevant agencies to establish the child's location and safety.

Where absence is unexplained, prolonged, repeated or inconsistent with other information available to the school, staff maintain professional curiosity and consider whether neglect, exploitation, domestic abuse or another safeguarding issue may be contributing.

Through daily monitoring, early intervention, work with families and appropriate multi-agency support, Winshill Village Primary & Nursery School aims to identify attendance concerns early, remove barriers to attendance and ensure that children remain safe, visible and engaged in education.

12.7 Child Sexual and Criminal Exploitation

At Winshill Village Primary & Nursery School, we recognise Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) as forms of child abuse. Exploitation can occur in person or online and may involve coercion, manipulation, threats, violence, grooming or an imbalance of power. Children may not recognise that they are being exploited.

Staff are alert to indicators including unexplained gifts or money, changes in friendships, association with older individuals or groups, repeated absence or missing episodes, increased secrecy, changes in behaviour, unexplained injuries, multiple phones, concerning online activity or involvement in criminal behaviour.

Any concerns are recorded promptly on MyConcern and reported to the DSL/DDSL. The DSL considers the child's circumstances and uses relevant local safeguarding guidance and assessment tools, including Staffordshire's child exploitation arrangements, where appropriate. Concerns are referred to Children's Social Care, Police and other relevant agencies according to the level of risk.

The school works collaboratively with parents/carers where safe to do so and with partner agencies to develop appropriate safety planning and support. Staff understand that children who have been exploited must be viewed as children in need of protection rather than simply as perpetrators of offending behaviour.

12.8 Children who are missing from home or care

Children who go missing from home or care can be at increased risk of abuse, exploitation, trafficking, criminal activity and other harm. A missing episode will therefore always be considered within the wider safeguarding context of the child.

Where the school becomes aware that a child has been missing, the DSL/DDSL will liaise with parents/carers, Children's Social Care, Police and other professionals as appropriate.

When a child returns following a missing episode, staff will provide a safe opportunity for them to talk and will remain alert to any information or changes in presentation that may indicate harm. Relevant information from a return home interview or other professional assessment will be considered when available.

Any safeguarding concerns will be recorded on MyConcern and appropriate referrals, risk assessments or safety plans will be completed. Repeated missing episodes will be considered particularly carefully as they may indicate criminal or sexual exploitation or other significant safeguarding concerns.

12.9 County Lines

At Winshill, staff understand that county lines is a form of criminal exploitation in which children may be groomed, coerced or manipulated into transporting drugs, money or other items.

Indicators may include unexplained money or possessions, multiple mobile phones, changes in behaviour or friendships, unexplained travel, repeated absence from school or home, association with older individuals, unexplained injuries or increased secrecy.

Any concern about possible county lines involvement must be reported immediately to the DSL/DDSL and recorded on MyConcern. The DSL will assess the available information and liaise with Children's Social Care, Police and other appropriate safeguarding agencies.

Staff recognise that a child involved in criminal activity may themselves be a victim of exploitation and require safeguarding and protection.

12.10 – Domestic Abuse and Operation Encompass

Winhill recognises that experiencing domestic abuse can have a significant impact on a child's safety, wellbeing, behaviour, attendance and learning. Children may experience domestic abuse directly or through seeing, hearing or experiencing its effects within their home.

The school participates in Operation Encompass, enabling relevant information from the Police to be shared with the school following a domestic abuse incident involving a child.

Information is received by appropriately trained Key Adults and is treated sensitively and confidentially. It enables staff to provide timely and appropriate support while remaining alert to any additional safeguarding concerns.

Where information received through Operation Encompass or from another source indicates further risk, the DSL/DDSL will follow the school's safeguarding procedures and liaise with appropriate agencies.

12.11 – Elective Home Education

Where a parent/carers expresses an intention to electively home educate (EHE) their child, the school will follow the appropriate JTMAT and Local Authority procedures.

Before a child is removed from roll, school leaders will consider whether there are any existing safeguarding, attendance, SEND or welfare concerns and ensure that relevant information is shared appropriately with the Local Authority.

Where a child is known to Children's Social Care or other agencies, the DSL will liaise with the relevant professionals and share safeguarding information in accordance with statutory requirements.

A request for EHE will not in itself be treated as a safeguarding concern; however, where existing or emerging concerns indicate that a child may be at risk of harm, the DSL will take appropriate safeguarding action and make referrals where necessary.

Safeguarding records will be transferred securely to the appropriate Local Authority service in accordance with agreed procedures.

12.12 Drugs

The school recognises that drug and substance misuse can present significant health, welfare and safeguarding risks to children.

Any concerns relating to a child's possession, use or supply of drugs or other substances will be managed in accordance with school procedures. Staff will consider whether the incident indicates wider safeguarding concerns, including criminal exploitation, county lines, peer influence, neglect or difficulties within the child's home or community.

Where a safeguarding concern exists, it will be recorded on MyConcern and referred to the DSL/DDSL. Appropriate support, referrals and liaison with parents/carers, Police, Children's Social Care or other agencies will be undertaken according to the circumstances and level of risk.

12.13 – Fabricated or Induced Illness and Perplexing Presentations

Staff are aware that there may be circumstances where information about a child's health, symptoms or presentation is unusual, inconsistent or difficult to explain. These circumstances may require further consideration by health and safeguarding professionals.

Staff should not attempt to diagnose fabricated or induced illness themselves. Concerns should be recorded factually, including observations and information received, and reported promptly to the DSL/DDSL.

The DSL will consider the information available and seek advice or make a referral to Children's Social Care, health professionals or other appropriate agencies where necessary.

The child's safety and welfare will remain central to decision-making, and staff will avoid unnecessary confrontation or discussion that could increase risk or compromise professional assessment.

12.14 – Mental Health and Wellbeing

At Winhill, mental health and safeguarding are closely connected. The school's Mental Health Lead works alongside the DSL/DDSL, SENDCO, Senior Leadership Team and other appropriate staff to identify children who may require additional support. The name and contact details of relevant staff can be found on Page 3 of this protocol.

The school takes a whole-school approach to mental health and wellbeing through staff training, pastoral support, PSHE/RHSE, trusted relationships with adults and early identification of changes in behaviour, attendance, presentation or emotional wellbeing.

Where appropriate, children may access targeted support within school or be referred or signposted to services such as ELSA, or other relevant services, according to availability and individual need.

The Mental Health Lead accesses appropriate professional development and local networking opportunities, including relevant Staffordshire mental health information and meetings where available, and shares relevant learning with staff.

Where a mental health concern is also a safeguarding concern, staff must record and report it immediately to the DSL/DDSL, and safeguarding procedures take priority.

12.15 Online Safety

Online safety is an integral part of safeguarding at Winhill and is addressed through the school's Online Safety Procedure, curriculum, PSHE/RHSE, staff training, behaviour expectations and communication with parents/carers.

The school recognises risks relating to content, contact, conduct and commerce, including cyberbullying, grooming, exploitation, sexual harassment, sharing nudes and semi-nudes, pornography, harmful content, scams, social media and emerging risks associated with generative AI and deepfakes.

Appropriate filtering and monitoring arrangements are in place, including Securus, and concerns identified through monitoring are reviewed and escalated to the DSL/DDSL where appropriate.

Online safety information and resources are regularly shared with parents/carers through newsletters, communications and the school website to help families support safe and responsible technology use at home.

Further detail is contained within the school's Online Safety Procedure

12.16 – Remote learning

Where remote learning is required, Winshill ensures that the same safeguarding expectations apply to children and staff as when education takes place on the school site.

School-approved platforms, accounts and devices are used for remote education where appropriate. Staff follow the Staff Code of Conduct, safeguarding procedures and Online Safety Procedure, including expectations regarding professional communication, appropriate boundaries, images, recordings and contact with pupils.

The school recognises that children may access the internet independently through mobile phones and smart technology, including smart watches, wearable devices and mobile networks such as 4G and 5G, which may bypass school filtering arrangements. Pupils are therefore taught how to use technology safely and how to report concerns.

The school maintains appropriate filtering, monitoring and cyber-security arrangements, including Securus where applicable to school-managed devices and systems. Online concerns are reported to the DSL/DDSL and managed through normal safeguarding procedures.

Online safety is embedded throughout curriculum planning, PSHE/RHSE, computing, safeguarding training and relevant school policies. Parents/carers receive information about online risks and how they can support safe technology use at home.

The school's approach to online safety, filtering and monitoring is reviewed at least annually, taking account of safeguarding incidents, emerging technologies and the specific risks faced by Winshill pupils.

Further information is available in the school's Online Safety Procedure

13. Opportunities to Teach Safeguarding

At Winshill Village Primary & Nursery School, safeguarding education is embedded throughout the curriculum and wider school life. We recognise that preventative education is an important part of safeguarding and equips children with the knowledge, skills and confidence to keep themselves and others safe.

Children are taught about safeguarding in an age-appropriate and developmentally appropriate way through Relationships Education, Health Education, PSHE, computing, assemblies and wider curriculum opportunities. Topics include healthy and respectful relationships, friendships, appropriate boundaries, consent, personal safety, bullying, online safety, privacy, recognising unsafe situations, mental health and wellbeing, and knowing how and where to seek help.

Online safety is an integral part of this education. Children learn about safe and responsible use of technology, harmful content, online relationships, cyberbullying, sharing personal information and images, social media and emerging risks associated with new technologies.

Teaching is adapted to meet the individual needs and vulnerabilities of pupils, including children with SEND, communication needs, EAL or other additional vulnerabilities. Staff consider children's developmental understanding and lived experiences and use appropriate resources, language, repetition and additional support to ensure safeguarding messages are accessible.

Our Relationships and Health Education supports children to understand what respectful relationships look like, recognise behaviour that is unacceptable and develop the confidence to report concerns. Safeguarding themes are reinforced across the curriculum rather than being taught as isolated topics.

Preventative education forms part of our whole-school safeguarding approach and supports pupils in preparing for life in modern Britain. We promote respect, equality and inclusion and maintain clear expectations that sexism, misogyny or misandry, homophobia, biphobia, sexual violence, sexual harassment and other discriminatory or abusive behaviour are not tolerated or normalised.

Pupil voice is used to help us understand children's experiences and identify areas where further safeguarding education may be required. Learning from safeguarding concerns, MyConcern trends, local risks and emerging national issues is also used to inform curriculum planning, assemblies and staff discussions.

Through a planned and responsive safeguarding curriculum, Winshill aims to ensure that children recognise risks, understand healthy relationships, make safe choices and know that trusted adults will listen to them and act when they ask for help.

14.Responsibilities of all Staff

At Winshill Village Primary & Nursery School, safeguarding is everyone's responsibility. All staff have a responsibility to provide a safe environment in which children can learn and to remain vigilant to concerns about a child's safety, welfare or wellbeing.

All staff are expected to:

- recognise signs and indicators of abuse, neglect, exploitation, child-on-child abuse and mental health concerns;
- maintain professional curiosity, recognising that children may not always disclose abuse directly;
- listen carefully to children and take disclosures seriously, without asking leading questions or promising confidentiality;
- report concerns immediately to the DSL or DDSL and never assume that someone else will take action;
- record concerns promptly, factually and accurately on MyConcern, including relevant dates, times, observations and actions;
- understand that no concern is too small to share, as individual concerns may contribute to a wider safeguarding picture;
- maintain appropriate professional boundaries and follow the Staff Code of Conduct;
- report concerns, allegations or low-level concerns regarding the conduct of adults in accordance with school procedures;

- challenge inappropriate, discriminatory or harmful behaviour and never dismiss incidents as “banter” or “part of growing up”;
- complete required safeguarding training and engage with safeguarding updates throughout the year; and
- understand and follow the school's procedures for whistleblowing and escalation where they believe a safeguarding concern has not been appropriately addressed.

Staff understand that safeguarding concerns can arise inside or outside school and online and may involve abuse within families, the community or between children.

Where there is an immediate risk of harm, staff must take prompt action and seek support from the DSL/DDSL. Staff understand that they may make a referral directly to Children's Social Care where necessary.

Every member of staff has a responsibility to help create a culture in which children feel safe, listened to and confident that concerns will be taken seriously and acted upon.