Simply Sensory
Training and Support
Creating The Building Blocks For Learning

"Live, Laugh, Learn"

SIMPLY SENSORY
POLICY FOR CHILD PROTECTION TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN

September 2026 - 2027

Policy owner: Designated Safeguarding Leads

Approved by: Simply Sensory management/proprietor

Effective from: September 2026

Review date: September 2027, or sooner where legislation, statutory guidance or local safeguarding arrangements change

This policy has been updated to reflect **Keeping Children Safe in Education 2026 (KCSIE 2026)**, which came into force on 1 September 2026, and **Working Together to Safeguard Children 2026**. KCSIE 2026 is statutory guidance and replaces the September 2025 version. All staff must read Part One of KCSIE 2026 and follow this policy together with Simply Sensory's related safeguarding procedures and current safeguarding and information-sharing requirements. It is written for Simply Sensory as a specialist/alternative education provider working with children and young people, including those with complex SEND and communication needs.

The policy should be read alongside the current Nottinghamshire Safeguarding Children Partnership procedures and other relevant statutory guidance. Where this policy refers to a

local procedure, the current published local procedure takes precedence over an outdated policy reference.

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

Policy statement and principles

Simply Sensory recognises its responsibilities for safeguarding children and protecting them from harm.

Simply Sensory recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding and protecting children and young people and expect everyone within our business including volunteers to share this commitment.

The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment inside or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development
- Protecting children from the risk of radicalisation, exploitation and other harms e.g., drugs, alcohol, gangs, neglect, sexual or criminal (county lines) exploitation
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge

This policy applies to all adults, including volunteers working in or on behalf of the setting.

Early help / Family Help

Simply Sensory will identify children who may benefit from support before statutory intervention. We will work with universal services and community-based early help and, where appropriate, the targeted early help level of Family Help, in line with local arrangements.

Staff will be particularly alert to children who:

- are disabled or have specific additional needs or relevant health conditions
- have special educational needs, whether or not they have an Education, Health and Care Plan
- have a mental health need

- are young carers
- are pregnant and/or are parents themselves;
- show early signs of abusive, violent or harmful behaviour;
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, organised crime or county lines;
- are frequently missing or go missing from education, home or care;
- have been repeatedly removed from the classroom, have experienced multiple suspensions, are on a part-time timetable, or are at risk of permanent exclusion;
- are at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation;
- are at risk of radicalisation into terrorism;
- have a parent or carer in custody or are affected by parental offending;
- are living with domestic abuse, parental substance misuse or adult mental health difficulties;
- misuse alcohol or drugs themselves;
- are at risk of honour- or faith-based abuse, including FGM or forced marriage; or
- are privately fostered.

Abuse, neglect and exploitation

This policy uses the current safeguarding terminology of **abuse, neglect and exploitation**. Harm includes the impact on children of witnessing the ill-treatment of others, particularly where children see, hear or experience the effects of domestic abuse.

Everyone working for Simply Sensory takes all welfare concerns seriously and encourages children, young people and families to talk to us about anything that worries them. We share an objective to help keep children and young people safe by contributing to;

- The provision of a safe environment for children and young people to learn
- The creation of a culture of vigilance where we always act in the best interests of the child
- The identification of pupils who may be at risk of radicalisation, in need of extra help, or are suffering or likely to suffer significant harm and taking the appropriate action, working with other services as needed.
- The provision of appropriate policies and procedures including: The Staff Code of Conduct, The Safer Recruitment Policy, Allegations Against Staff, Complaints Policy, Pupil behaviour, Children missing education and Online Safety.

We will ensure that parents and our partner agencies are aware of our Child Protection & Safeguarding policy by raising awareness at initial meetings with parents of new pupils and at parent meetings and ensuring that it is on Simply Sensory's website. The website will also have information about how families, children and other agencies can contact the Senior Designated Safeguarding Leads.

Simply Sensory's Designated Safeguard Leads are:
Julie Cowpe-Stephens and Helen Dillon

Working with children with special needs we recognise that our pupils experience differences in their day to day lives than some pupils in mainstream education. Many of our pupils require regular support from adults from different agencies such as Health (OT, Physio, SALT, CAMHS) and Social Care.

Any visiting professionals are expected to follow Simply Sensory protocols and carry DBS identification at all times. In most cases professionals will be known to pupils, however staff will support children during any visits and support pupils during meetings if the pupil requests (visits from a social worker, for example). Any visiting adult is asked to respect our pupils' special needs at all times, follow our dress code and understand the emotional pressure that their presence may have in the room. Respect for the education, dignity and special needs of our pupils is expected at all times by all staff, professionals and visitors.

This Safeguarding and Child Protection Policy will be reviewed by the Senior Designated Safeguarding Leads (DSL), on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year in September.

Key safeguarding requirements for 2026

Simply Sensory will maintain a whole-setting, child-centred approach to safeguarding. In implementing KCSIE 2026 and Working Together 2026, we will:

- maintain an attitude that "it could happen here" and exercise professional curiosity;
- recognise that safeguarding concerns can overlap and may arise inside or outside the home, within or outside education, and online
- recognise extra-familial harms including child sexual abuse and exploitation, child criminal exploitation, serious youth violence, county lines, radicalisation, domestic abuse within children's own relationships, teenage relationship abuse, stalking, financial exploitation, modern slavery and trafficking
- recognise prejudice-based harm, including racism, faith-based prejudice, misogyny, misandry, disability-related and other discriminatory abuse, and challenge derogatory behaviour
- treat child-on-child abuse (including harassment and violence) as a safeguarding matter for both the child who has experienced harm and the alleged perpetrator
- respond to harmful sexual behaviour, sexual harassment and sexual violence using the current KCSIE 2026 procedures and provide appropriate support to all children affected
- provide a safeguarding response to all incidents involving the making or sharing of nudes or semi-nudes, including consensual and non-consensual incidents and images or videos generated or altered using artificial intelligence
- ensure staff understand online safety, including filtering and monitoring responsibilities, online harms, cybercrime and the safe and effective use of generative AI
- ensure that staff understand the safeguarding implications of mobile phones and smart technology and follow the separate Simply Sensory mobile phone/technology arrangements where applicable;
- identify children who may need mental health support and consider whether mental health difficulties may also be a safeguarding concern;
- recognise the specific safeguarding needs of young carers and children with medical conditions;
- recognise and address the additional barriers that children with SEND may face in recognising, reporting and recovering from abuse, including communication barriers and the risk that behaviour, mood or injury may be wrongly attributed to disability;
- maintain robust arrangements for DSL availability and cover when the DSL is absent, including a clear and reliable route for staff to raise concerns without delay;

- maintain accurate, secure safeguarding records, including the rationale for significant safeguarding decisions and whether or not a referral was made;
- ensure safeguarding information is shared lawfully and proportionately where necessary to protect a child, applying the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- ensure safeguarding and child protection files are transferred securely and promptly at transition, including in-year moves to ne, with a clear summary of current concerns, relevant context and ongoing support needs;
- ensure safer recruitment arrangements reflect the 2026 changes to regulated activity, including the removal of the previous supervision exemption where applicable; and
- ensure concerns or allegations about staff, supply staff, trainee teachers, volunteers and contractors are managed under KCSIE Part Four and the local LADO procedures.

Local safeguarding contacts

For safeguarding referrals, staff must follow the current Nottinghamshire arrangements. At the time of this September 2026 review, Nottinghamshire County Council states that **practitioners should make child protection referrals to MASH by telephone on 0300 500 80 90**; the MASH professional consultation line is 0115 977 4247. In an emergency call 999; for a non-immediate police matter call 101. The Emergency Duty Team is 0300 456 4546 outside normal MASH hours. The current LADO contact route is **LADO@nottscc.gov.uk** and the current NSCP contact details should be checked on the NSCP website. These details should be checked whenever this policy is reviewed.

Role	**Name**	**Contact Details**
Designated Safeguarding Lead	Helen Dillon	07934 070741 simplysensory@outlook.com
Designated Safeguarding Lead	Julie Cowpe-Stephens	07835 524024 simplysensory@outlook.com
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047 cheryl.stollery@nottscc.gov.uk
LA Child Protection Contact/LADO	Eva Callagham or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)	Office hours Outside of office hours	0115 9774247 0300 500 80 90
Emergency Duty Team (Children's Social care)		0300 456 45 46
Police (to report a crime and immediate risk of harm or abuse to a child)	101	In an emergency 999 (only)

Our policy applies to all staff and volunteers working at Simply Sensory and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents and carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of Simply Sensory's child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026 and HM Working Together to Safeguard Children 2026 are incorporated into this policy.

Child Protection and Safeguarding Statement

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

Safeguarding Considerations - Any safeguarding concern must be managed in accordance with the organisation's Allergy Policy.

Allergy management forms part of the organisation's wider safeguarding responsibilities**.**

Staff must raise concerns where:

- essential medical information has not been provided;
- prescribed emergency medication is repeatedly unavailable;
- a significant allergy-related risk is not being appropriately managed;
- a pupil is knowingly exposed to a serious allergen;
- staff are prevented from taking reasonable emergency action;
- the home or community environment presents a serious and unmanaged risk to the pupil.

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- and taking action to enable all children to have the best outcomes.

For the purposes of this policy, ‘children’ means everyone under the age of 18. This policy is child-centred: staff must consider, at all times, what is in the best interests of the child.

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

- Pupils’ health and safety and well-being, including their mental health.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing.
- Online safety and associated issues.

Keeping children safe from risks, harm and exploitation: KCSIE 2026 Annex A

Inclusive and anti-discriminatory safeguarding

Safeguarding practice will be anti-discriminatory and inclusive. Staff will recognise that racism, faith-based prejudice, misogyny, misandry, homophobia, biphobia, transphobia, disability-related prejudice and other discriminatory behaviour can cause significant harm and can affect a child’s wellbeing, mental health and willingness to seek help. Such concerns will be considered within safeguarding practice where appropriate.

Staff will also be alert to violence against women and girls, misogyny, abusive behaviour in intimate relationships, coercive control, stalking and other forms of gender-based violence. Children may be affected directly or by witnessing, hearing or experiencing the effects of such behaviour.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice-based bullying.
- Child-on-child abuse (including harassment and violence).
- Racist, disability and homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including ‘making or sharing nudes or semi-nudes’ and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSIE 2026).
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines).
- Is at risk of or from serious violence and violent crime (KCSIE 2026).
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.

- ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offense and reportable by all teachers (KCSIE 2026, Annex A).

Simply Sensory has policies in place that show how they respond to the child protection and safeguarding areas of concern listed above. These include:

- The Child Protection policy
- The Behaviour and Intervention policy
- Staff code of conduct
- The attendance policy which informs of actions to address children who go missing from home, school or education
- Anti-bullying (including cyber- bullying) policy.
- Online safety, e- safety policy
- Safer Recruitment
- Whistleblowing Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Statement
- Health and Safety
- Equality and Diversity
- Staff Discipline, Conduct and Grievance (procedures for addressing)

All staff at Simply Sensory are aware of their responsibilities to safeguard the mental health of all pupils and understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Any concerns about mental health would be recorded straightaway. Following this, a decision would be made on the most suitable response for the pupil. Actions may include pastoral support, monitoring, discussion with parents/carers where appropriate, referral to relevant health or mental health services, or safeguarding referral where there is concern about abuse, neglect, exploitation or other harm.

Our Simply Sensory ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say.

Every individual within Simply Sensory will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is developmentally appropriate.

The practice of adults at Simply Sensory is based on the Ten key Messages from Young People: Include:



Our pupils communicate in many different ways. For our pupils working at the Fundamentals of Communication, i.e., the very earliest stages of development, adults have to work closely to understand the varying vocalisations made, facial changes and body language. Some pupils may demonstrate varying levels of arousal which need to be monitored and interpreted. Some pupils communicate using signs, symbols & photographs & others using alternative means such as Eye Gaze or iPad. All staff are fully aware of each individual's means of communication and always listen carefully to any child.

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

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

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

All our staff are aware of systems within Simply Sensory and these are explained to them as part of staff induction, which includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One. Simply Sensory uses an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All staff receive safeguarding and child protection training at induction and this is regularly updated. Staff receive safeguarding and child protection updates, including online safety, as required and at least annually. In addition to this training all staff members receive child protection and safeguarding updates termly and annually.

Simply Sensory senior staff are aware of human rights legislation: UN Convention on the Rights of the Child 1991, Article 3: All organisations should work in the best interests of the child.

All our staff including supply staff receive an induction which includes all appropriate safeguarding information & how to report concerns. Regular CPD meetings are held to ensure knowledge is up to date. All concerns are logged onto Simply Sensory's system and access to safeguarding records is restricted to those with a legitimate professional need to know, in accordance with data protection and information-sharing requirements.

All DSLs regularly check that staff know how to report concerns by one-to-one discussion.

Staff constantly see and hear the messages that 'It Can Happen Here' and to 'Think the Unthinkable'. They are also reminded to always consider a safeguarding concern rather than think about a child's disability first.

When a concern is received by the DSL it will be immediately actioned in an appropriate way, either internally by the DSL team or externally by contacting Early Help or the MASH team. If a concern is received about a Looked After Child the DSL team will follow the Safeguarding & Concerns Pathway for Looked After Children living in Nottinghamshire & Nottingham City or the appropriate local authority for the pupil.

If the concern is about a pupil on a Child Protection Plan or Child in Need plan the DSL team would contact the relevant social worker.

The Senior DSL also takes advice from Moira Cordon from MASH, and, if a concern is raised about an adult, Eva Callaghan, the Nottinghamshire LADO. The senior DSL also liaises closely with the SCIEO, Cheryl Stollery.

Our Child Protection Policy

There are six main elements to our policy:

- Providing a safe environment in which children can learn and develop.

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

We recognise that because of the day-to-day contact with children, Simply Sensory staff are well placed to observe the outward signs of abuse.

Simply Sensory will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.

Maintain an attitude of 'it could happen here' & 'think the unthinkable' with regards to safeguarding & child protection.

Include opportunities in all curriculum strands for pupils to develop the skills they need to recognise and stay safe from abuse by:

* Recognising and managing risks including online harms, sexual exploitation, making or sharing nudes or semi-nudes, running away and radicalisation.

* Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and child-on-child abuse (including harassment and violence).

* Recognising how pressure from others can affect their behaviour.

* Knowing that, Simply Sensory, will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

The Learning curriculum for teaching children to be safe in all key stages and across all four of the strands, one of which is 'I Can Keep Myself Safe'. The PSHE curriculum has the vital theme of 'Relationships' which is accessed by all learners and is key to the teaching of SRE.

The wider curriculum also has opportunities which include:

NSPCC PANTS

Educational Visits

Being sun safe

Being safe when eating & drinking

Fire drills when on educational visits

* Simply Sensory will take all reasonable measures to ensure any risk of harm to children's welfare is minimised.

* Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of Simply Sensory.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2026 Part Four), and the NSCP local multi-agency procedures.
- Provide first aid on educational visits.
- Have an understanding of the health needs of children with complex medical conditions.
- Address drugs and substance misuse issues.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone has a duty to safeguard children inside/outside Simply Sensory's environment including trips, extended activities, vocational placements and alternative education packages.

Sexual violence and sexual harassment can include, for example: physical behaviour such as grabbing bottoms, breasts and genitalia, flicking bra straps, lifting up skirts or 'up skirting'. Whilst there are some groups who appear more vulnerable to this type of behaviour notably girls, children and young people with SEND, and LBGTQ+ young people, it should be clear that all children and young people can experience this type of behaviour.

Up skirting typically involves: taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Any incident of upskirting will be reported without delay to the DSL. The DSL will consider whether referral to children's social care and/or the police is required.

All staff know that it is everyone's responsibility to raise concerns and once reported staff still have a responsibility to ensure pupils are safe. Questioning behaviour is safeguarding as opposed to SEND All staff must report concerns about upskirting to the DSL without delay. The DSL will determine the appropriate safeguarding and referral response.

Simply Sensory has clear procedures to minimise the occurrence of these types of behaviours, how to deal with them & subsequently offer support to both the child who has experienced harm and alleged perpetrator & any other pupils who may have been affected by the incident. Some of these behaviours will need to be handled with reference to other policies within Simply Sensory such as the behaviour policy, anti- bullying policy, and online safety policy.

Simply Sensory will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2026 to:

- Ensure we have a Senior Designated Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSIE 2026 Annex B).
- Ensure every member of staff (including temporary, supply staff and volunteers) knows the name of the Senior Designated Safeguarding Lead and are responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents, carers & families have an understanding of the responsibility placed on Simply Sensory and staff for child protection and safeguarding.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Alternative provision

The updated guidance provides additional information to clarify and reflect existing alternative provision guidance, highlighting how schools should:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend

- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

When a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Children who are lesbian, gay, bisexual or gender-questioning

Simply Sensory will safeguard all children, including children who are questioning their gender. Staff must take concerns about bullying, harassment, discrimination, abuse or other safeguarding risks seriously and must not dismiss harmful behaviour as "banter", "just having a laugh" or "boys being boys". Any request from a child or parent/carer for support relating to social transition will be referred to the DSL so that the child's best interests, safeguarding needs, the impact on other children, relevant legal duties, parental involvement and any appropriate clinical advice can be considered. Staff must not make informal or unilateral arrangements outside the agreed safeguarding process. Information will be handled sensitively and shared on a need-to-know basis, subject to safeguarding duties. Staff will follow the current DfE statutory guidance and local safeguarding procedures when supporting children who are lesbian, gay, bisexual or gender-questioning. LGBTQ+ guidance is now incorporated into KCSIE 2026.

Children and the court system

Where relevant, Simply Sensory will support children involved in the court system and will use current HM Courts and Tribunals Service and safeguarding guidance. The updated guidance now directs schools to two guides that support children in the court system, one for 5 to 11 year olds (HM Courts and Tribunals Service, 2017a) and the other for 12 to 17 year olds (HM Courts and Tribunals Service, 2017b).

Supporting children

Simply Sensory recognises that all of our pupils have special educational needs and/or disabilities. This means they can face additional safeguarding challenges & vulnerabilities Our pupils are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

National guidance and research indicates that disabled children are recognised as the most vulnerable group in respect of safeguarding their wellbeing. A 2012 Ofsted Thematic Inspection (Protecting Disabled Children) makes it clear that disabled children are three to four times more likely to be abused or neglected, in comparison to non-disabled children.

" They may have physical, sensory and learning disabilities and difficulties. Severely disabled children often rely on parents and carers to meet most of their needs. They may have limited mobility and may find it hard to make their feelings and wishes known because of communication or language difficulties. Children with complex needs may have services in a range of settings from a number of care providers leaving them vulnerable to ill or cruel treatment, to neglect and abuse. If they have been harmed or ill-treated, they may find it difficult to know they can express their own concerns about their welfare and they may not even know that the care they are receiving is not safe or appropriate. Disabled children trust their care-givers and rely on them to be sensitive to their personal care needs, their health, their emotional well-being and their safety."

www.safeguardingchildren.co.uk/parents-carers/disabled-children

At Simply Sensory it is understood that prevention requires the provision of good support for disabled children and their families and the early identification and response to any concern is of paramount importance. A large proportion of Simply Sensory's pupils would be unable to disclose any form of abuse, due to significant barriers to communication. In order to protect our pupils, staff are required to be extra vigilant when working with children and young people on a day-to-day basis. We understand that children and young people must be given a 'voice' and all possible support to communicate; therefore, staff are trained in many forms of communication and support our pupils on a personalised level.

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

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

Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

Physical presentation: We observe closely any changes to a pupil's physical presentation, their mood, their manner and demeanor.

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Simply Sensory will endeavor to support the pupil through:

- Communication
- Understanding healthy relationships, including trust
- Understanding and respecting the concept of genuine consent
- Understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- Recognising abusive and coercive language and behaviours

And also:

- Maintaining an ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The behaviour policy and anti-bullying policy are kept up to date with national and local guidance and which are aimed at supporting all pupils.
- Simply Sensory will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

- Liaison with other agencies that support the pupil such as Children's Social Care in line with current Nottinghamshire safeguarding and Family Help arrangements, Behaviour and Attendance services, Educational Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), using current local assessment and support processes.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new education provider immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by everyone.

Low-level concerns about adults working with children

Simply Sensory recognises the importance of identifying and responding to concerns about staff conduct that do not meet the harm threshold. A low-level concern is any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with the Staff Behaviour Policy/Code of Conduct, including conduct that does not meet the harm threshold but may indicate a pattern or may require review.

All staff must report low-level concerns in accordance with Simply Sensory's Staff Behaviour Policy/Code of Conduct. The DSLs will record, assess and respond to concerns consistently and confidentially. Where a concern meets the harm threshold, or may meet it on further information, it will be managed under KCSIE Part Four and referred to the LADO as appropriate.

Safe Staff and Supporting Staff

- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by a thorough induction before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Designated Safeguarding Lead will be notified immediately. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO) and LADO.
- All new employees will be appropriately inducted to their role.

Further advice and Local Authority policies are available from Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance*

The policies identified above will be reviewed annually to ensure compliance with Keeping Children Safe in Education.

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone at Simply Sensory who come into contact with children and their families have a role to play in safeguarding children. All staff at Simply Sensory are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

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

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

All of our DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met. Simply Sensory works closely with social care and other agencies to ensure that the needs of children who may potentially be at greater risk of harm or who need a social worker due to safeguarding or welfare needs are met. Simply Sensory also recognises that children who have experienced trauma or adversity may be vulnerable to further harm and educational disadvantage in facing barriers to attendance, learning, behaviour and mental health.

Safeguarding Training

All our staff are aware of systems at Simply Sensory and these are explained to them as part of staff induction, which includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026. This also includes a comprehensive list of all Simply Sensory's policies and procedures.

All staff receive safeguarding and child protection training at induction and this is regularly updated. Staff receive safeguarding and child protection updates, including online safety, as required and at least annually. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

Safeguarding is always the starting point for staff meetings when the senior DSL advises staff about any updates, local/national issues and CPD information.

All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Roles and responsibilities are always explained during update training and are explored using scenarios.

All staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSIE 2026 Part One.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL is and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- Provide a coordinated offer of early help when additional needs of children are identified.
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSIE 2026), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSIE 2026*)
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE KCSIE 2026 Part Four), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

KCSIE 2026 Part Four Allegations of Abuse made against teachers, other staff and volunteers: includes behaviours which cover where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferable risk. Where a member of staff or volunteer is involved in an incident outside of education which did not involve children but could have an impact on their suitability to work with children.

Work with Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

Designated Safeguarding Lead

Simply Sensory has two Designated Safeguarding Leads who take responsibility for safeguarding children and child protection and have received appropriate training and support for this role.

At least one DSL or deputy will be available during Simply Sensory's operating hours. Robust cover arrangements will be in place for periods when the DSLs are unavailable, including illness, leave and out-of-hours activities. Staff will be given a clear and reliable route for raising safeguarding concerns so that concerns are received, monitored and acted upon without delay.

They provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within Simply Sensory's ethos, and that specific duties are discharged.

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

The Designated Safeguarding Leads will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Meet regularly to ensure that all staff are fully informed and able to respond to the needs of children subject to safeguarding concerns. Minutes of these meetings will be recorded
- As required, liaise with the 'case manager' (as per Part Four of KCSIE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- Regularly attend ICDS joint Alternative Provision briefings.

Undertake training

Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

The Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or database to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's current Nottinghamshire safeguarding/Families First or Family Help arrangements and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSIE 2026, Annex A).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

The Designated Safeguarding Lead is responsible for ensuring that when a child leaves the care of Simply Sensory, their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on the roll of its new school or education provision.

A list of all pupils transferring to and from Simply Sensory will be maintained by the DSL so that records can be exchanged promptly, within 5 days of an in-year transfer or within the first 5 days of the start of a new term. Files sent to new schools or colleges are securely sent, separately from the main file, and a receipt is requested. For pupils transferring into school a letter of request is sent for pupil files to be sent. The DSL will also speak to a DSL from another school or college should information be needed by them to continue supporting a pupil.

Looked After Children – The Role of the Designated Safeguarding Lead

Simply Sensory have responsibility for promoting the educational achievement of children who are looked after and will have the appropriate training. The Designated Safeguarding Lead will also have details of the child's social worker. The Designated Safeguarding Lead will recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.

We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them. We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children who may remain vulnerable.

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person.

Identifying Concerns

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

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance

What to do if you're worried a child is being abused
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

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

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;

- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs
- Children or young people with 'carer responsibilities beyond their age or limitations'.

The four categories of child abuse are as follows:

Physical Abuse

Emotional Abuse

Sexual Abuse, and

Neglect

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Some of the Possible Indicators:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the Possible Indicators:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in, looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Domestic abuse:

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Some of the Possible Indicators:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders,

continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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

Some of the Possible Indicators:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Upskirting Definition:

Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All staff have been informed that Upskirting is now a criminal offence and must be reported. Any incidents of Upskirting must be logged and marked with an urgent symbol so that the DSL team can act immediately. Parents/carers will be involved where appropriate and in accordance with safeguarding advice. Support will be provided to the child who has experienced harm and to any child alleged to have caused harm, recognising that child-on-child abuse is a safeguarding issue for all involved.

Making or sharing nudes or semi-nudes, including AI-generated images

Simply Sensory will treat every incident involving the making or sharing of nudes or semi-nudes as a safeguarding matter, whether the sharing appears consensual or non-consensual. This includes images or videos that have been digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes. Staff must not view, copy, save or forward sexual images of children. Concerns must be reported to the DSL immediately so that the appropriate safeguarding, police and specialist advice can be considered.

Online abuse is now a greater issue as children learn remotely at home and may have limited supervision from parents and/or carers.

Contextualised Safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of education that can occur between children outside of education. All our staff, but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such

incidents and or behaviours occur. We recognise this is known as ‘contextual safeguarding’ and we will consider by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

All staff are aware of CSE, Extremism, CCE, County Lines, Human Trafficking and harmful Sexual Behaviour. This is part of ongoing safeguarding CPD and continues to be focused with regular updates.

Our staff will be alert to the potential needs for early help for a child who:

* is disabled and has specific additional needs.

* has special educational needs (whether or not they have a statutory education, health and care plan EHCP).

* is a young carer.

* is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.

* is frequently missing/goes missing from care or from home.

* is misusing drugs or alcohol themselves.

* is at risk of modern-day slavery, trafficking or exploitation.

* is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.

* has returned home to their family from care.

* is showing early signs of abuse and/or neglect.

* is at risk of being radicalised or exploited.

* has an age-inappropriate understanding of sexualised behaviours.

* is privately fostered.

All our staff are aware they must always act in the ‘best interest of the child’ and report or refer concerns in accordance with our school policies.

Children with Special Educational Needs

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

Please see page of this policy 'Supporting Children'

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger. If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Designated Safeguarding Lead to agree a course of action.

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

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

The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.

* No promises will be made to the child, e.g., to keep secrets.

* Staff will stay calm and be available to listen.

* Staff will actively listen with the utmost care to what the child is saying.

* Where questions are asked, this should be done without pressurising, and only using open questions;

Leading questions should be avoided as much as possible

Questioning should not be extensive or repetitive

* Staff will not put words in the child's mouth but will subsequently note the main points carefully.

* The use of the TED approach is strongly advised: Tell me, Explain to me, Describe to me.

* A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

* It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

* Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

* The Designated Safeguarding Leads will be immediately informed, unless the disclosure has been made to them.

* Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.

* The Police would only therefore be contacted directly in an emergency.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. Staff must not investigate suspected abuse themselves. They should record what they have been told or observed and refer promptly to the DSL, children's social care and/or the police as appropriate. The relevant statutory agencies will determine any investigation.

Confidentiality

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

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

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

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 2018 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: https://www.nottinghamshire.gov.uk/nscp

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2023 para 23). Simply Sensory will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

KCSIE 2026, including its information-sharing guidance and requirements concerning data protection laws.

HM Working Together to Safeguard Children 2026.

HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data (Use and Access) Act 2025.

Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

Holding and sharing information

The updated guidance highlights that, as well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

A full list of changes can be found in Annex F of Keeping children safe in education 2024 (DfE, 2024a).

All staff have completed GDPR training.

Records and Monitoring

(KCSIE 2026, Part Five, Annex B)

Any concerns about a child will be recorded in writing without delay and, wherever possible, on the same working day. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgment is recorded this should be clearly stated as such. And rationale for decisions made logged.

At no time should an individual member of staff be asked to, or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology is kept of all concerns logged which all members of the DSL team have access to.

Safeguarding, child protection and welfare concerns are recorded. The main pupil file should have a **red C** in the top right-hand corner to denote a Child Protection Plan is in place.

Simply Sensory will ensure all files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Simply Sensory uses cause for concern form to record all concerns.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file
(KCSIE 2026, Annex B).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e., a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgment will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads.

A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child open to social care

All 'child protection' or 'safeguarding confidential' files should contain:

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate

Simply Sensory keeps electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately. Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

When children leave Simply Sensory, we will ensure their confidential/child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It is good practice, wherever possible, for the file to be password protected and securely sent directly to the new DSL with confirmation of receipt acknowledged. There should be a smooth and safe transition for the child. We continue to have dialogue between the Designated Safeguarding Leads to ensure children subject to child protection and

safeguarding concerns are well supported and any transition arrangements or change of school and/or education provision should be seamless.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept on the Simply Sensory logging system. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concern and will take account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC the current Nottinghamshire safeguarding procedures and local threshold/pathway arrangements.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding

(KCSIE 2026)

Simply Sensory will, where appropriate to pupils' developmental stage and communication needs, teach children about making or sharing nudes or semi-nudes, online risks and other safeguarding issues, online risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a complete approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. The work that we do therefore will include issues such as:

- Communication.
- understanding healthy relationships, including trust.
- understanding and respecting the concept of genuine consent.
- understanding our rights (especially our collective right to *be* safe and to *feel* safe).
- recognising abusive and coercive language and behaviours.

- recognising and challenging misogynistic, sexist, discriminatory and coercive language and behaviours.
- understanding risks associated with sharing or receiving nudes or semi-nudes and AI-generated or manipulated intimate images.
- understanding how to seek help when online content, AI or social media is being used to threaten, coerce, exploit, harass or harm a child.

Helplines and reporting

Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/

Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Advice and information for parents

The NSPCC has information and advice about making or sharing nudes or semi-nudes available on its website: NSPCC Sexting

The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide

Childnet have information and advice about making or sharing nudes or semi-nudes available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting

Parent Info http\://parentinfo.org/ provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety, including making or sharing nudes or semi-nudes.

NSPCC- www.nspcc.org.uk

Prevention of Young Suicide- www.papyrus-uk.org

SCIE- www.scie.org.uk

The WISH Centre - www.bddwa.org.uk

Women's Aid- www.womensaid.org.uk

BBC Own It- www.bbc.com/ownit

Barnardo's - www\.barnardos.org.uk

Resources parents could highlight to their children

There is information on the ChildLine website for young people about making or sharing nudes or semi-nudes.

The Safer Internet Centre has produced resources called ‘Childnet So you got naked online which helps young people to handle incidents involving nudes or semi-nudes.

The NSPCC adult’s helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety

‘Safer Schools’ App –for use by the parents, staff and children

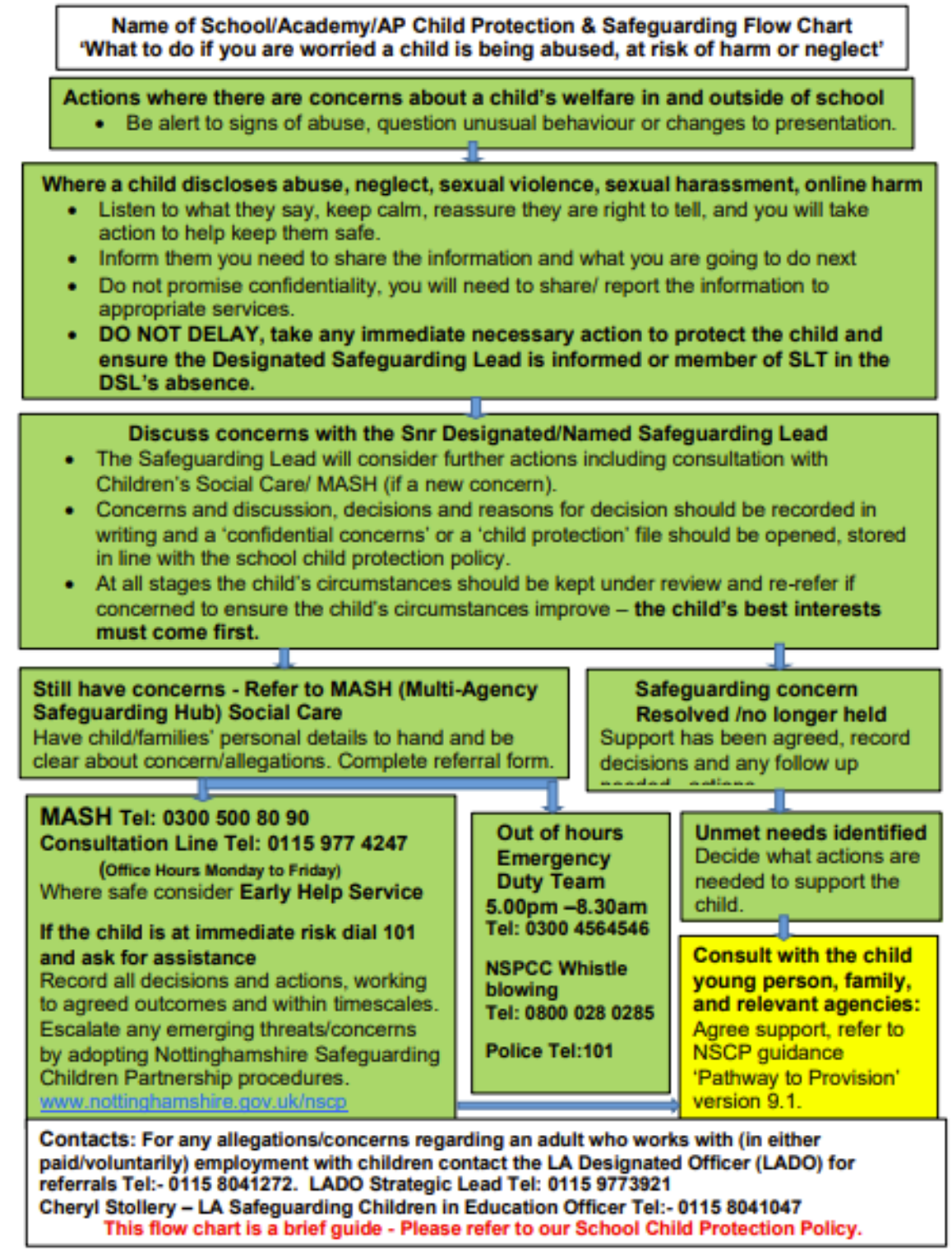
The PANTS rule – The PANTS / Underwear rule – guidance for **parents** on how to talk to your child about keeping themselves safe from sexual abuse.

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule

Consent -Tea and consent video clip: vimeo.com/128105683

safeguarding_Child_Protection_Policy_2026

Appendix 1


Name of School/Academy/AP Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'
Actions where there are concerns about a child's welfare in and outside of school
Be alert to signs of abuse, question unusual behaviour or changes to presentation.
Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm
Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
Inform them you need to share the information and what you are going to do next
Do not promise confidentiality, you will need to share/ report the information to appropriate services.
DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.
Discuss concerns with the Snr Designated/Named Safeguarding Lead
The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – the child's best interests must come first.
Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care
Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.
Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up
MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)
Where safe consider Early Help Service
If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales.
Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp
Out of hours Emergency Duty Team
5.00pm –8.30am
Tel: 0300 4564546
NSPCC Whistle blowing
Tel: 0800 028 0285
Police Tel:101
Unmet needs identified
Decide what actions are needed to support the child.
Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.
Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047
This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2

Case Record/Chronology

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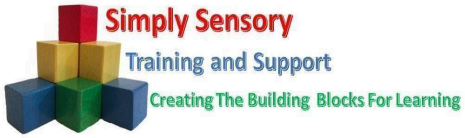
"Live, Laugh, Learn"

Master Chronology Safeguarding Sheet

No:	Pupil initials	Date of Incident	Summary of incident/actions taken	Entry completed by:	Request for support made?	Case open/ closed
1						
2						
3						
4						
5						
6						
7						

Updated September 26

Appendix 3



Cause for concern form

Details of Pupil Name: **DOB:**

Details of the person reporting concerns: **Full name:** **Post:**

Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

Section A **Date and time of incident/disclosure:** **Location of incident/disclosure:** **Date this form was completed:** **Other persons present:**

Section B **Details of concern/disclosure/incident:** **(what was said, observed,reported)**

Action taken including names of everyone spoken to about the incident/concern:

Name of Designated Safeguard lead this form was passed to:
Date and time incident was shared with DSL:

The following section is to be completed by the Designated Safeguard Lead

Time and information received by DSL and from whom:	
Any advice sought by DSL (date, time, role, organisation & advice given Rationale given	
Actions taken:	
Outcomes:	
Parents/carers informed Yes/no - reasons if no	
Details of how the member of staff submitting this form have received feedback about action taken from DSL	

Updated September 26

Updated September 26

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Body Map Guidance for Schools

Medical assistance should be sought where appropriate.
Check to make sure your report is clear to someone else reading it.

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

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

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

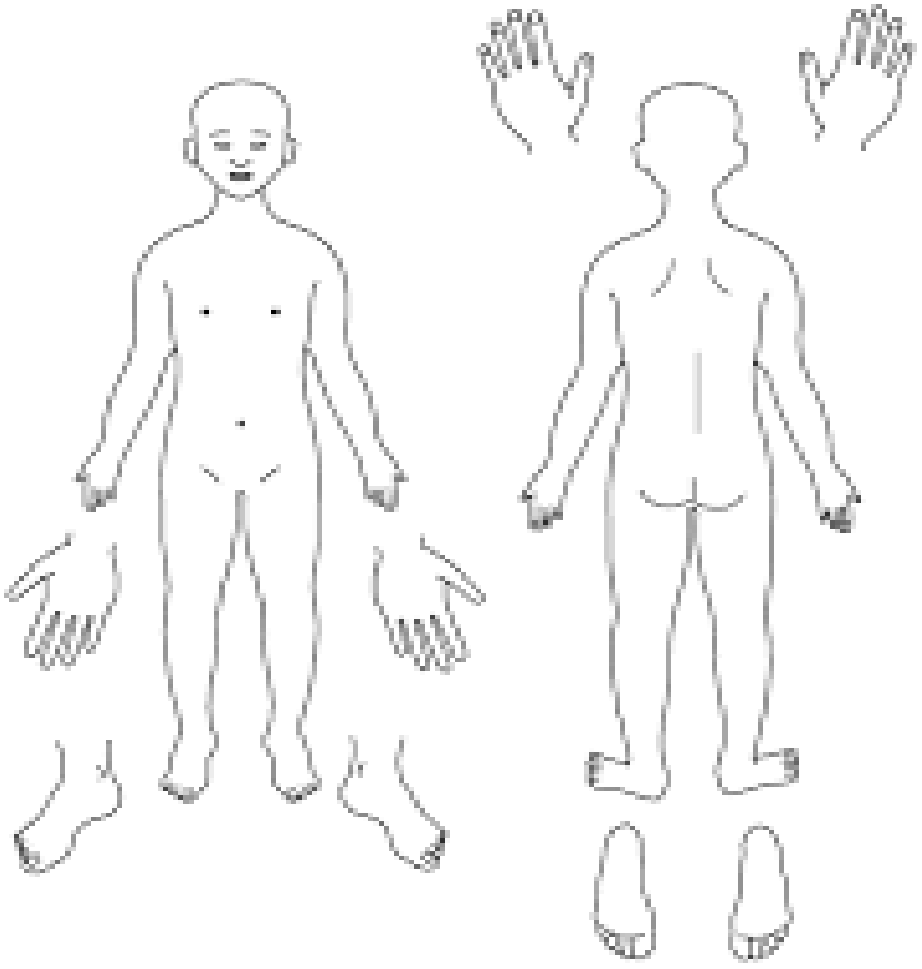
***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behavior could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

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

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. A copy of the body map should be kept on the child's child protection file.

Name
Ensure First Aid is provided where required and record
Body Map



(This must be completed at time of observation)

Names for Child: **Date of Birth:**

…… ……

Name of Worker: **Agency:**

…… ……

…… ……

Date and time of observation:

……

Record of injury observed	
Name of child	Date and time of observation
Location of injury/s	
Size and shape	
Colour of injury	
Is the skin broken?	
Is there any swelling at the site of the injury, or elsewhere?	
Is there a scab/any blistering/any bleeding?	
Is mobility restricted as a result of the injury?	
Does the site of the injury feel hot? Does the child feel hot?	

Has the child's body shape changed/are they holding themselves differently?	
Any other observations	
Person recording:	Date and time of recording: