Shared Values

Observed behaviour – what do you see staff doing?
Do they make themselves available?
Do they truly listen to what children are saying?

- All staff have had training in the importance of listening to children
- We have a Pastoral SA, skilled in this – and considers listening to children the main part of her job
- Our Inclusion offer supports this well: Nurture, Forest School, Horticulture, ELSA

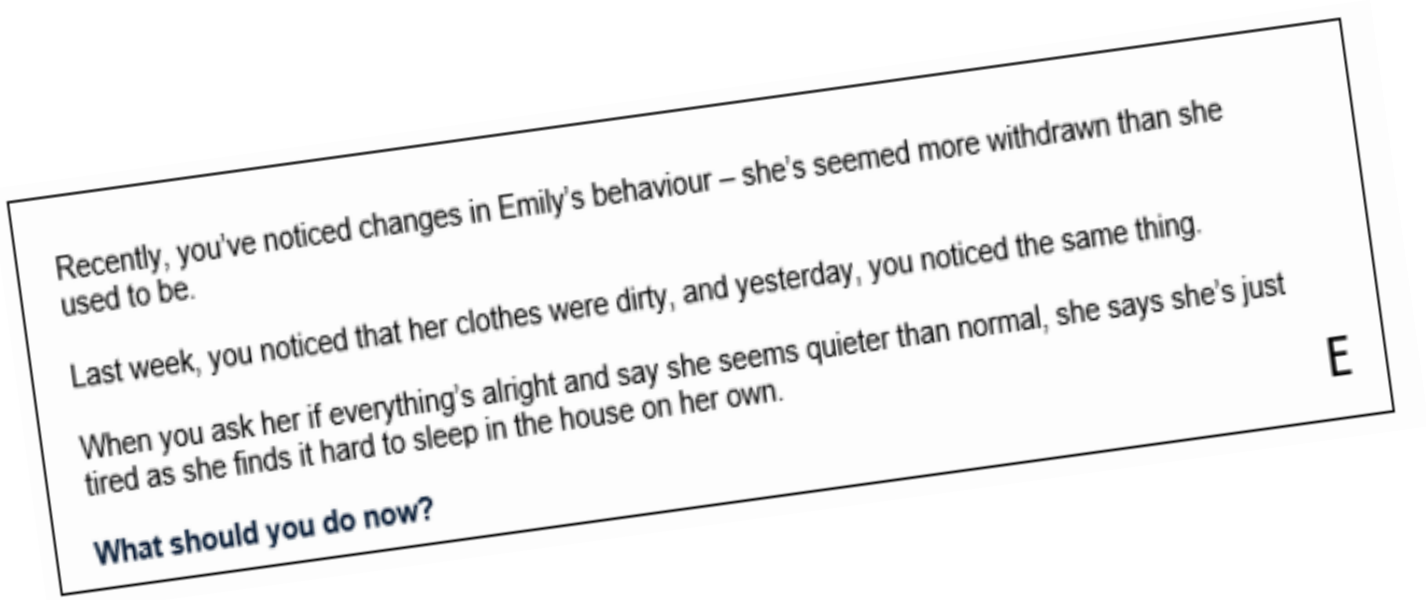
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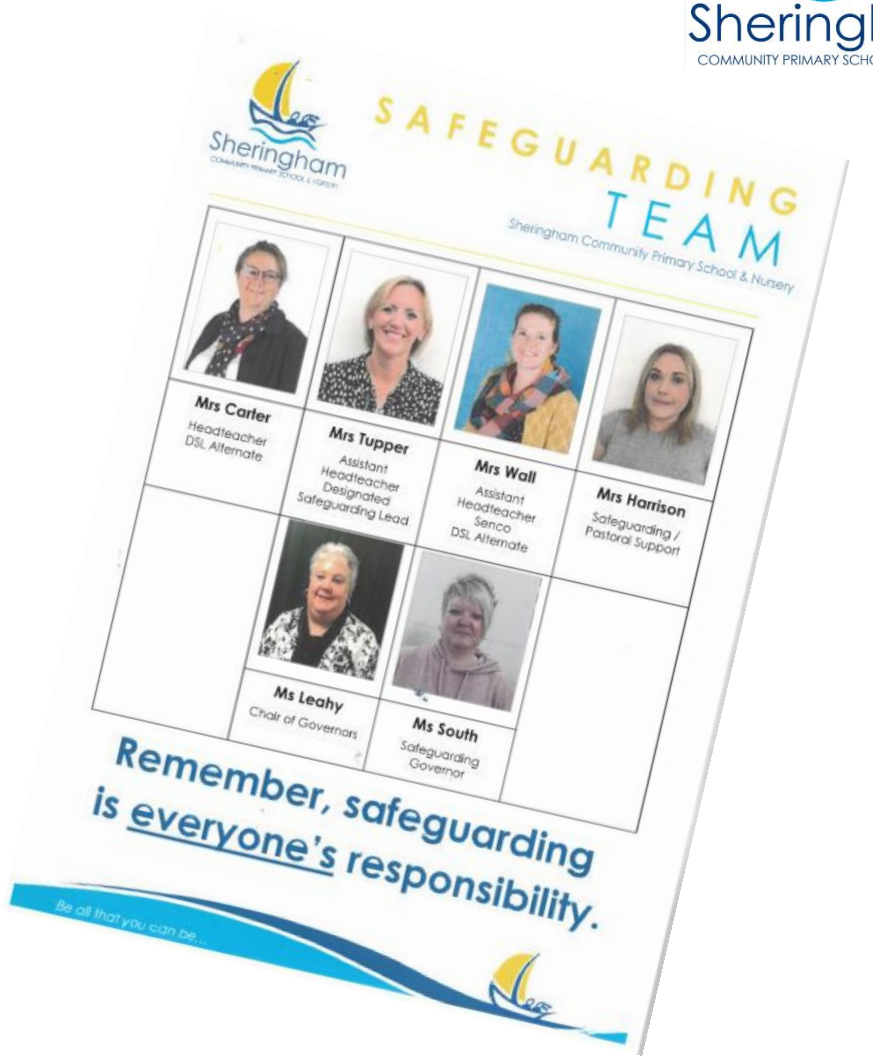
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- Let the child lead the conversation
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- Reflect back what they're saying
- Be honest that you can't keep it confidential. Be clear about what you'll do next
- **Don't** talk to the alleged abuser or investigate yourself
- **Don't** view any images yourself



Shared Values

- All staff have an annual safeguarding training update
- There is a termly safeguarding staff meeting
- Staff are briefed and updated via regular newsletters



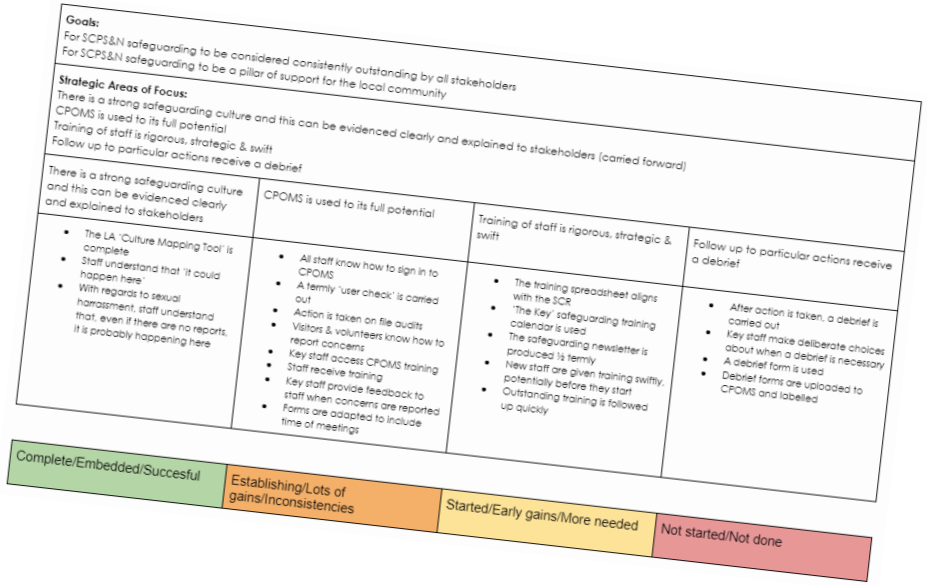


Strategy

Do you understand the strengths and development areas for safeguarding in your setting?



- A safeguarding SEF is completed and submitted to the LA bi-annually
- The DSL meets with the Safeguarding Governor half termly to discuss safeguarding compliance
- An online safety audit has been completed and strengths and developments have been identified – this is updated annually



Goals:
For SCPS&N safeguarding to be considered consistently outstanding by all stakeholders
For SCPS&N safeguarding to be a pillar of support for the local community

Strategic Areas of Focus:
There is a strong safeguarding culture and this can be evidenced clearly and explained to stakeholders (carried forward)
CPOMS is used to its full potential
Training of staff is rigorous, strategic & swift
Follow up to particular actions receive a debrief

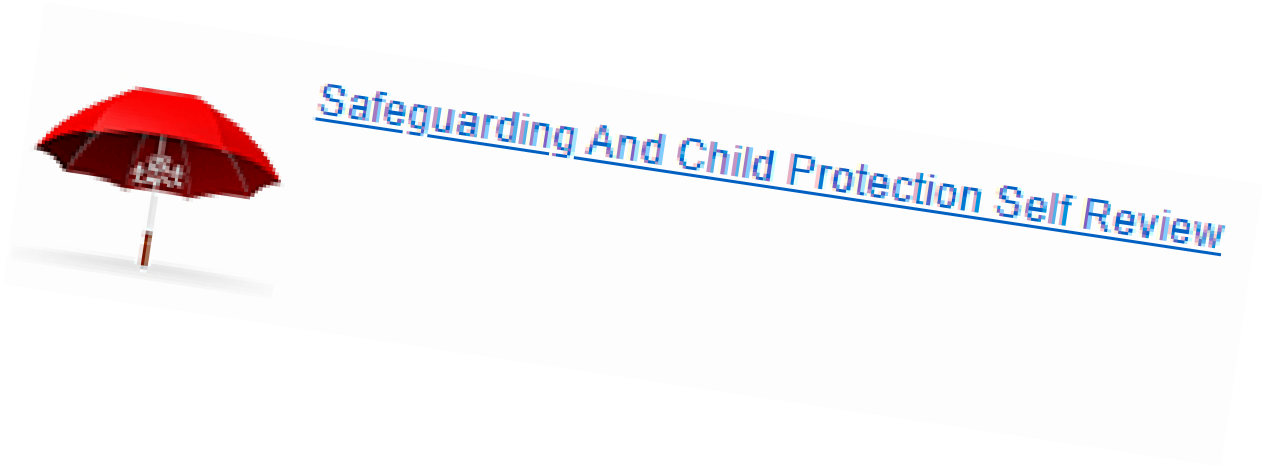
There is a strong safeguarding culture and this can be evidenced clearly and explained to stakeholders	CPOMS is used to its full potential	Training of staff is rigorous, strategic & swift	Follow up to particular actions receive a debrief
• The LA 'Culture Mapping Tool' is complete • Staff understand that 'it could happen here' • With regards to sexual harassment, staff understand that, even if there are no reports, it is probably happening here	• All staff know how to sign in to CPOMS • A termly 'user check' is carried out • Action is taken on file audits • Visitors & volunteers know how to report concerns • Key staff access CPOMS training • Staff receive training • Key staff provide feedback to staff when concerns are reported • Forms are adapted to include time of meetings	• The training spreadsheet aligns with the SCR • 'The Key' safeguarding training calendar is used • The safeguarding newsletter is produced ½ termly • New staff are given training swiftly, potentially before they start • Outstanding training is followed up quickly	• After action is taken, a debrief is carried out • Key staff make deliberate choices about when a debrief is necessary • A debrief form is used • Debrief forms are uploaded to CPOMS and labelled

Complete/Embedded/Succesful | Establishing/Lots of gains/Inconsistencies | Started/Early gains/More needed | Not started/Not done

Strategy

How robust is the self-assessment?

- The self-assessment is the detailed one suggested by the LA
- Evidence can be provided for each point



Strategy

Does your setting have a safeguarding strategy?

- There is a safeguarding policy that sets out our procedures clearly

Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

SAFEGUARDING POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	17th September 2026
Chair of Governors	
Head Teacher	
Last updated	17th September 2026
Review	17th September 2027

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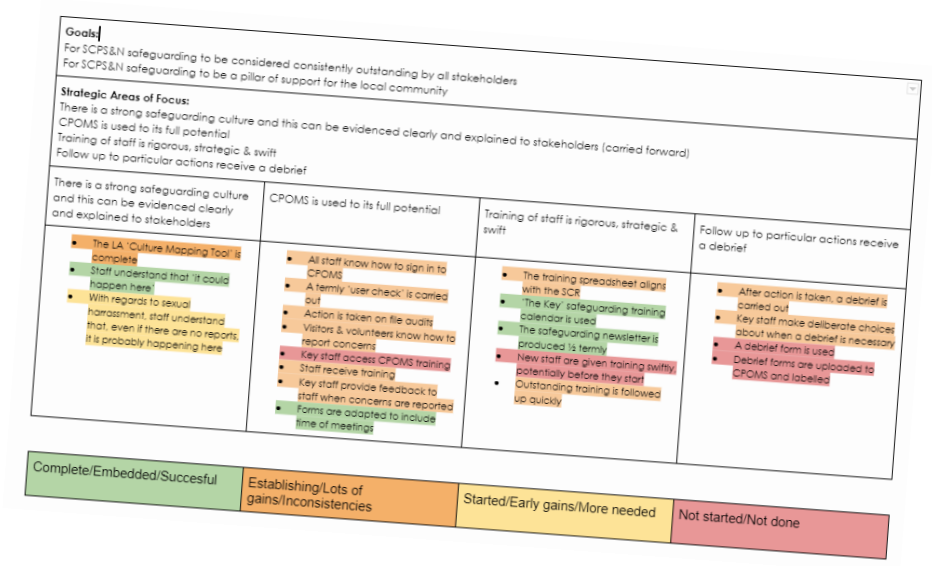
Complete/Embedded/Succesful	Establishing/Lots of gains/Inconsistencies	Started/Early gains/More needed	Not started/Not done

Strategy

What are your key development goals and how will you know when you meet them?

Goals:

- To keep all children safe from harm
- To demonstrate our safeguarding culture clearly, using this mapping tool
- To use CPOMS to its full potential
- Training of staff is rigorous, strategic & swift



Goals:
For SCPS&N safeguarding to be considered consistently outstanding by all stakeholders
For SCPS&N safeguarding to be a pillar of support for the local community

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Strategy

Does your strategy align with your setting's values, structure, skills and resources?

- The school holds emotional wellbeing & resilience in high regard – it is one of the school's core values
- Strategic use of our Pastoral SA & Nurture Team puts this at the heart of our work with children
- Community is also one of the schools core values and promotes belonging
- Our aim, as a safeguarding team, is to become a pillar of the community for providing support and access to support



Structure

Is the structure of your safeguarding team clearly set out?

Safeguarding Team	Inclusion & Nurture Team
Jen Tupper(DSL)	Jen Tupper (DSL)
Rachael Carter (ADSL – Attendance Lead)	Cat Wall (ADSL - SENDCO)
Cat Wall (ADSL - SENDCO)	Clare Webdale (Pastoral Support)
	Jodie Bevan (Nurture Practitioner)
Ali Harrison (Pastoral Support)	Heidi Burton (Nurture Practitioner)
	Alison Sheridan (Forest School & Horticulture Lead)

Structure

How does the safeguarding team operate in relation to other parts of the organisation?

- Safeguarding is central to school operation – it is everyone's responsibility
- The safeguarding team is part of the wider inclusion & nurture team, which includes SEN, nurture and attendance
- Regular newsletter go out to all staff
- Regular Safeguarding Newsletters are posted on the website



SPOTLIGHT ON SAFEGUARDING
WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

October 2026 | Primary | What parents and carers need to know about: Artificial Intelligence

Helping children use AI safely, respectfully and responsibly
Artificial intelligence is becoming part of children's everyday lives. It can support learning and creativity, but primary-aged children still need adult guidance to understand what AI is, recognise its limits and use it in ways that protect themselves and others.

Your child may already be using AI
Children do not need to open a dedicated AI app to encounter artificial intelligence. It may be built into search engines, homework tools, games, smart speakers, video platforms and photo-editing features. They might use it to answer questions, explain a school topic, suggest story ideas, translate words, change pictures or talk to a chatbot. Ask your child where they have encountered AI and what they think it does—they may know more about using it than about staying safe.

What is generative AI?
Generative AI creates new content, including words, pictures, videos and music, in response to a question or instruction.
Its answers can sound confident and convincing, but they are not always accurate, appropriate or fair. AI does not think or understand things in the same way that a person does.
Children may copy an AI-generated answer without understanding it, believe inaccurate information or accidentally share personal details. AI can also be misused to create unkind or embarrassing images, pretend to be someone else or produce content that frightens or upsets another person.
What feels like a joke to one child can have a real impact on someone else's feelings, reputation and safety.

Using AI safely
Children should never share their full name, school, address, location, passwords, photographs or private worries with an AI tool. They should use age-appropriate services with adult support and tell a trusted adult if AI produces anything upsetting, confusing or inappropriate.

Using AI respectfully
Children should ask permission before using another person's name, photograph or voice. AI should never be used to embarrass, frighten, impersonate or be unkind to someone—even as a joke.

Using AI responsibly
AI should help children develop their ideas, not do all their thinking for them. Children should check answers with an adult or another reliable source and explain what they have learned in their own words.



Sheringham COMMUNITY PRIMARY SCHOOL & NURSERY

SAFEGUARDING NEWSLETTER

Issue 1 | October 2022

News updates from Sheringham Community Primary School & Nursery

Remember, safeguarding is everyone's responsibility.

Structure

Is everyone clear about their role?

- The role of DSL is in all the job descriptions of all people in this role
- All staff have a job description

Structure

Do they understand the limits of their competence and authority?

- Gaps in skill sets are discussed in PM Meetings
- Staff know that they should look out for changes and report quickly

Always use professional curiosity:

think 'why' or 'what might be going on here?'

What to do if a child tells you about abuse

- Listen fully, be supportive, take the child seriously
- Let the child lead the conversation
- Reassure the child it's not their fault and they'll be kept safe
- **Don't** give the child the impression they're creating a problem by telling you about abuse
- Ask open questions
- Reflect back what they're saying
- Be honest that you can't keep it confidential. Be clear about what you'll do next
- **Don't** talk to the alleged abuser or investigate yourself
- **Don't** view any images yourself

Structure

How does your setting communicate about safeguarding, both explicitly and implicitly?

- Safeguarding is central to the school operation – it is everyone's responsibility
- The safeguarding team is part of the wider inclusion team, which includes SEN, nurture and attendance
- The DSL & Pastoral SA develop good relationships with families and agencies and record communication on CPOMS



Structure

Do all relevant staff receive effective, regular supervision?

DSL/Pastoral TA Discussion

- The school has a listening culture
- The DSL & Pastoral Support Assistant discuss issues regularly
- The wider inclusion team, which includes the safeguarding team, meet weekly to discuss concerns
- The school have trained Mental Health First Aiders



Systems

Is your child protection policy up to date, is it used and is it effective?

- The school's safeguarding policy is up to date and can be found on the school website

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Systems

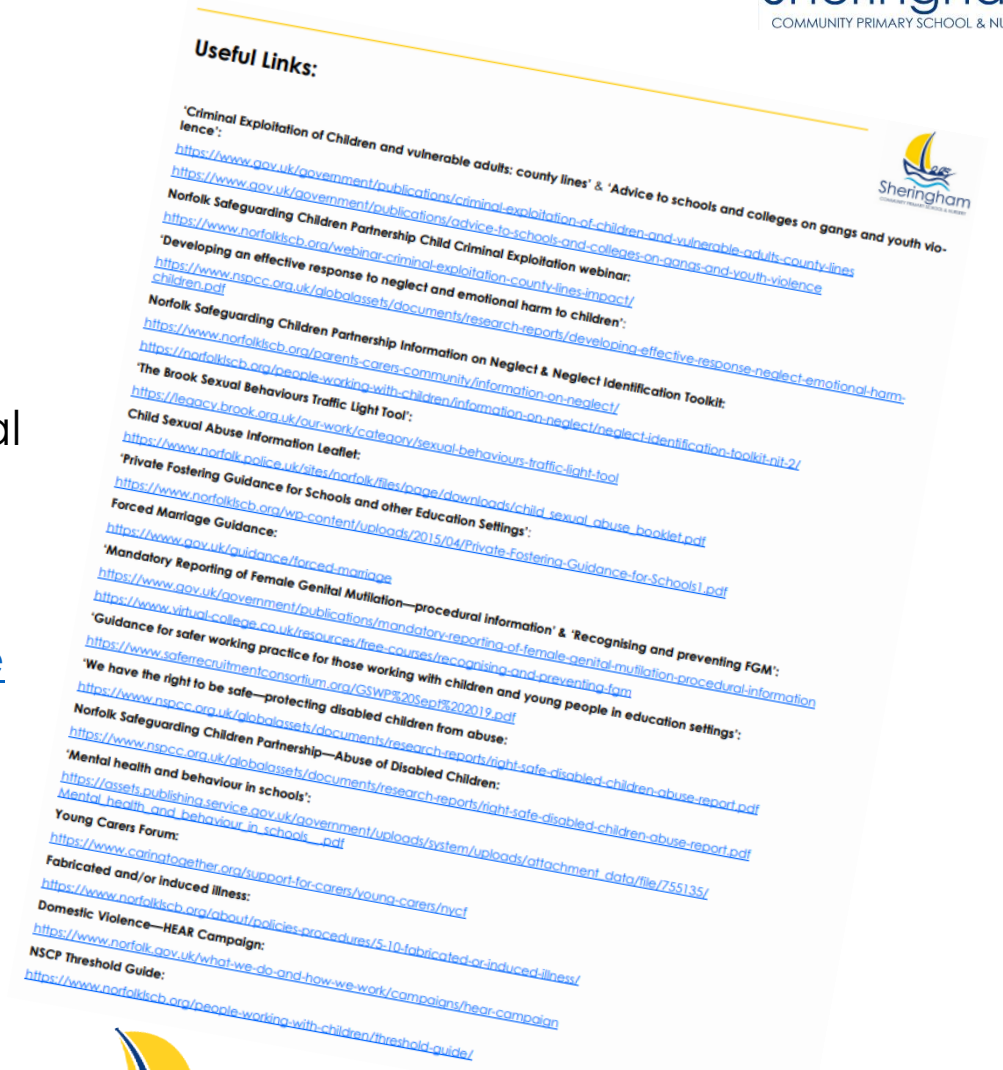
Is there a consistent and effective risk mitigated approach to case management?

Likelyhood	Consequences				
	Insignificant *Risk is easily mitigated by normal day to day process*	**Minor** *Delays up to 10% of Schedule Additional cost up to 10% of Budget*	**Moderate** *Delays up to 30% of Schedule Additional cost up to 30% of Budget*	**Major** *Delays up to 50% of Schedule Additional cost up to 50% of Budget*	**Catastrophic** *Project abandoned*
Certain *>90% chance*	High	High	Extreme	Extreme	Extreme
Likely *50% - 90% chance*	Moderate	High	High	Extreme	Extreme
Moderate *10% - 50% chance*	Low	Moderate	High	Extreme	Extreme
Unlikely *3% - 10% chance*	Low	Low	Moderate	High	Extreme
Rare *<3% chance*	Low	Low	Moderate	High	High

Systems

Do staff have access to safeguarding knowledge, resources and audit tools?

- Regular newsletters have hyperlinks to all relevant resources and audit tools suggested by the LA
- All staff read Part One and Annex B of KCSiE on an annual basis
- Noticeboards contain signposting to relevant agencies, including, NSPCC
- Signposting to support is prominent on the school website



Useful Links:

'Criminal Exploitation of Children and vulnerable adults: county lines' & 'Advice to schools and colleges on gangs and youth violence':
https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Norfolk Safeguarding Children Partnership Child Criminal Exploitation webinar:
https://www.norfolkscb.org/webinar-criminal-exploitation-county-lines-impact/

'Developing an effective response to neglect and emotional harm to children':
https://www.nspcc.org.uk/globalassets/documents/research-reports/developing-effective-response-neglect-emotional-harm-children.pdf

Norfolk Safeguarding Children Partnership Information on Neglect & Neglect Identification Toolkit:
https://www.norfolkscb.org/parents-carers-community/information-on-neglect/
https://norfolkscb.org/people-working-with-children/information-on-neglect/neglect-identification-toolkit-nit-2/

'The Brook Sexual Behaviours Traffic Light Tool':
https://legacy.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

Child Sexual Abuse Information Leaflet:
https://www.norfolk.police.uk/sites/norfolk/files/page/downloads/child_sexual_abuse_booklet.pdf

'Private Fostering Guidance for Schools and other Education Settings':
https://www.norfolkscb.org/wp-content/uploads/2015/04/Private-Fostering-Guidance-for-Schools1.pdf

Forced Marriage Guidance:
https://www.gov.uk/guidance/forced-marriage

'Mandatory Reporting of Female Genital Mutilation—procedural information' & 'Recognising and preventing FGM':
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm

'Guidance for safer working practice for those working with children and young people in education settings':
https://www.saferecruitmentconsortium.org/GSWP%20Sept%202019.pdf

'We have the right to be safe—protecting disabled children from abuse:
https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf

Norfolk Safeguarding Children Partnership—Abuse of Disabled Children:
https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf

'Mental health and behaviour in schools':
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Young Carers Forum:
https://www.caringtogether.org/support-for-carers/young-carers/nycf

Fabricated and/or induced illness:
https://www.norfolkscb.org/about/policies-procedures/5-10-fabricated-or-induced-illness/

Domestic Violence—HEAR Campaign:
https://www.norfolk.gov.uk/what-we-do-and-how-we-work/campaigns/hear-campaign

NSCP Threshold Guide:
https://www.norfolkscb.org/people-working-with-children/threshold-guide/

Systems

Is your recording structured and clear?

- CPOMS provides clear and structured organisation of safeguarding records
- Staff have had training in recording and effective concern
- File audits are completed regularly and actions are taken



Systems

Do you use your records to improve safety and welfare of students?

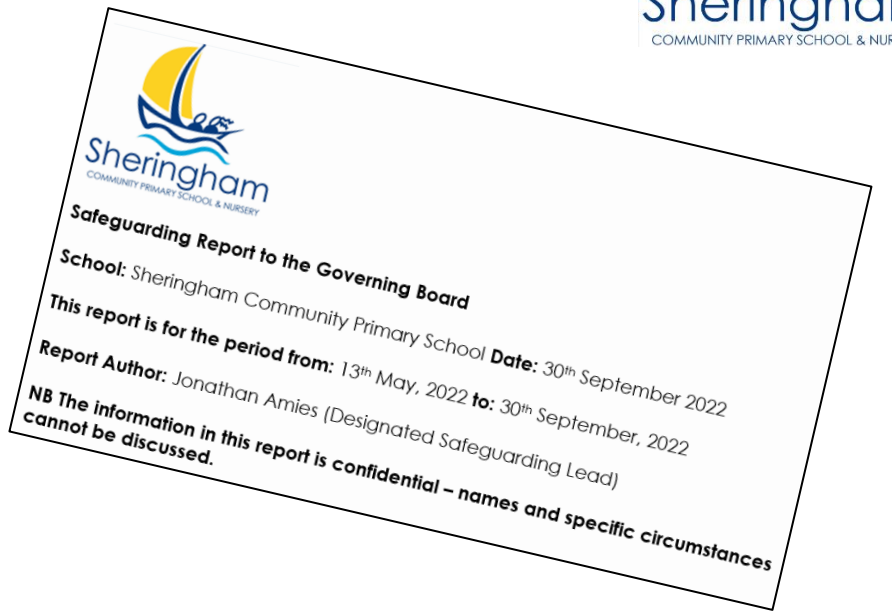
- The use of our records is central to our processes
- New concerns are considered alongside previous concerns – CPOMS enables this
- An ‘impact’ category is used on CPOMS where there is a very clear positive impact from our processes



Styles

How is safeguarding fully owned at governance and senior leadership levels?

- All meetings of the Full Governing Board & Curriculum & Standards Committee include a safeguarding report from the DSL
- The DSL & Safeguarding Governor meet half termly
- All SLT Meetings include a safeguarding update
- Staff know how to contact the Safeguarding Governor



Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

Safeguarding Report to the Governing Board

School: Sheringham Community Primary School **Date:** 30th September 2022

This report is for the period from: 13th May, 2022 **to:** 30th September, 2022

Report Author: Jonathan Amies (Designated Safeguarding Lead)

NB The information in this report is confidential – names and specific circumstances cannot be discussed.



Leadership Team Agenda

Jonny Amies, Rachael Carter, Gemma Keogh, Jen Tupper, Cat Wall

Date: 3rd November 2022

3.30 pm – 5.00 pm

Item No.	Topic	Time	Notes / Actions	Lead
1	Minutes of the last meeting and actions	5 mins		RCa
2	Safeguarding	5 mins		JAm

Styles

Do you understand your safeguarding culture, where it is strong and where it needs attention?

- Cohesion and good understanding amongst the wider Inclusion Team, and very clear roles, enables the most appropriate action and support
- Safeguarding has a high profile in school: noticeboard, training, newsletters and staff presence

- Audit tools & monitoring is used to identify areas for development

Styles

Do you understand your safeguarding culture, where it is strong and where it needs attention?

- Cohesion and good understanding amongst the wider Inclusion Team, and very clear roles, enables the most appropriate action and support
- Safeguarding has a high profile in school: noticeboard, training, newsletters and staff presence
- The Safeguarding SEF & monitoring is used to identify areas for development

Styles

What are your key goals?

- To keep all children safe from harm
- For SCPS&N safeguarding to be considered consistently outstanding by all stakeholders
- For SCPS&N safeguarding to be a pillar of support for the local community

Staff

Are there any specialisms required or roles not held at present?

- There are no specialisms that are currently required: the SENDCO has experience working with challenging behaviours and all staff have had trauma informed training
- Norfolk Steps training has been recently accessed and key members of staff have undertaken 'train the trainer'
- Different types of therapy have been accessed as an 'in school' provision, for example, play therapy
- Training for specialisms has been accessed, for example, DESTY, Brick Therapy, Attendance, ELSA

Staff

When a safeguarding issue arises this can consume hours of time – how does the school balance this with the core task of educating all the children?

- The DSL is not class based
- 22 hours of Pastoral Support supports this role
- 5 hours of Pastoral Support supports attendance

Staff

Do you have the staff time to commit to the safeguarding task?

- The DSL is not class based
- 22 hours of Pastoral TA support supports this role
- 5 hours of Pastoral TA support supports attendance

Staff

Are there vacancies and how are these being covered?

- There are currently no vacancies

Staff

Are you effective in developing an interagency team around the child approach?

- The school has good relationships with outside agencies, for example, Nelson's Journey & Pandora
- Pastoral Support is responsible for running EHAPs
- Support from the LA is used, particularly the Schools & Communities Team

Skills

Do you have a clear and effective arrangements for safeguarding learning for your staff?

- A programme of training, which includes newsletters, bulletins and face-to-face training, is used
- The whole school receives a general update on an annual basis.
- Prevent training is renewed every three years.
- The DSL & ADSL's renew their training every 2 years.
- Safer Recruitment training is updated every 5 years, for those who currently hold it.

Skills

Do staff feel confident in recognising abuse or neglect?

- Staff have had training in recognising the signs of abuse and neglect and say they feel confident in this area
- Staff quizzes suggest that they know about the different types of abuse
- The DSL has used the Graded Care Profile

Skills

Are staff always skilled in responding to concerns about abuse and neglect?

- Neglect is the most frequently reported concern, along with emotional abuse.
- There is evidence that staff report and work to alleviate concerns, particularly around neglect, for example, providing uniform or breakfast.

Skills

Is the DSL suitably skilled and supported to undertake their role?

- The DSL is up to date with training, has read KCSiE in its entirety. The DSL is new in post but supported by the HT and previous DSL.
- ADSL staff have read KCSIE in its entirety
- All school staff have read KCSIE part 1 fully.

Skills

What strengths do you have in dealing with safeguarding issues? Where are the gaps?

- The DSL & Pastoral SA have clearly defined roles, communicate quickly and efficiently
- The DSL has decision making and strategic strengths
- The Pastoral SA is highly skilled in working sensitively and effectively with children and families
- Safer Recruitment procedures are rigorous
- Our nurture team are highly skilled with working with vulnerable children

Skills

How do you monitor and assess the skills of your staff, your DSL and your governors?

- School keeps a record of training that has been accessed by staff.
- School keeps a record of evaluation forms which asks for any further training needed
- Quizzes are used on each newsletter to assess staff knowledge

Skills

What have you learned from safeguarding incidents in your setting to prevent recurrence?



- The DSL & Pastoral TA have regular reflective meetings to improve responses to concerns – these are marked on CPOMS with DSL/Pastoral TA Discussion category.