



# SAFEGUARDING AND WELLBEING AT THE HEART OF KIWI PRIMARY SCHOOL

An introduction to how we safeguard and support the physical, mental and emotional wellbeing of your children.

# **Keeping children safe in education 2025**

**Statutory guidance for schools  
and colleges**

**September 2025**

## **Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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
- taking action to enable all children to have the best outcomes

## In a typical class of 28...



Six will be persistently absent, one will be severely absent and one child will be missing from education.



Five will have a special educational need, only one of which will have an EHC plan.



Six will be overweight or obese in reception year, rising to ten by year six.



Six will have a probable mental health condition.



Nine will live in poverty.



One will be a child in need.

We know that it is sometimes difficult to decide the appropriate point of intervention. To help you to determine levels of need when making your own assessment, please refer to the [RAG](#) rating guidance at the end of the document, summarised here:



### Universal

Families have strong, effective, and sustaining relationships within and outside the family. Children thrive and there will be high strengths. Families may have overcome tough times and are resilient to life's adversities. Any needs can be met by universal services/ non-targeted services.



### Early Help

Risk will be lower and balanced against strengths; there will be an impact on the child and some unmet needs. The child(ren) and their family will need support from targeted services to be able to thrive. Without services provided then needs could escalate to needing statutory support.



### Child at potential risk of harm/high need

Higher Risk, Lower Strengths, Impact on the Child: Without intervention from the Local Authority child is likely to come to harm or needs will not be met.



### High risk of harm

High Risk, Few if any Strengths, high impact on the child.

- ▶ Mrs L Eatherington Headteacher
  - ▶ Mrs N Wright Deputy Head
  - ▶ Mrs N Atkiss, Resource Base Manager/SENCO
  - ▶ Mrs R Atkins School Business Manager
  - ▶ Mrs J Haig Admin Officer
- ▶ We operate an open door policy. If you have any concerns or questions, ask to speak to one of us.

## MEET OUR SAFEGUARDING TEAM

## Golden Rules when logging CPOMS entries (Reminders, Use of Language & good practice examples.)

### 1. Introduction & Key Reminders

- It is vital that **concerns are recorded and reported accurately** by all staff, (including visitors, and staff not directly employed by the school, e.g. contractors and third-party staff) as soon as after the concern arises and before they leave the premises. **The School MUST also be proactive in responding to concerns raised as early as possible.**
- Promoting the welfare of and safeguarding children is the responsibility of **all** school staff. Staff working with children should maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always **act in the best interests** of the child.
- However small or apparently insignificant the concern may seem at the time; the importance of recording and reporting cannot be underestimated when considering welfare and child protection. **Not all welfare concerns result in a referral to children's social care.**

**Dealing with a disclosure from a child:** If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen carefully to what the child is saying, without displaying any signs of shock or disbelief.
- Allow the child to talk freely without interrupting.
- Reassure the child but do not make promises about keeping the information a secret.
- Reassure the child that this is not their fault.
- Only ask questions if you need to clarify, take care not to put words in the child's mouth by asking leading questions.
- Stress to the child that they have done the right thing by telling you and explain what you will do next. You must tell the child what you are going to do with the information they have shared (unless there is a reason not to). Think about the best interests of the child.
- Report what the child has told you as soon as possible so that details are fresh in your mind and action can be taken quickly.

***Consideration needs to be given to children with communication difficulties. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.***

## Main Types of Child Abuse

- **Physical Abuse:** Deliberately causing physical harm to a child, including hitting, slapping, shaking, throwing, burning, biting, or drowning. It also includes fabricating or inducing illness in a child (Medical Abuse).
- **Emotional Abuse:** The persistent emotional maltreatment of a child that causes severe adverse effects on their emotional development and self-esteem. It involves bullying, shouting, isolating, rejecting, or making unreasonable demands on a child.
- **Sexual Abuse:** Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes sexual exploitation, grooming (in-person or online), non-contact abuse (viewing or producing pornography), and sexual touching.
- **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. It includes neglecting food, shelter, safety, supervision, education, or medical care.

## Other Forms of Abuse and Exploitation

- **Online Abuse/Cyberbullying:** Abuse happening online, including bullying, grooming, or sexual exploitation via social networks, gaming, or mobile phones.
- **Domestic Abuse:** While often between adults, witnessing domestic abuse is considered emotionally abusive to children.
- **Child Trafficking:** Moving children for the purpose of exploitation.
- **Criminal/Sexual Exploitation:** Coercing children into illegal activities (e.g., gang activity, drug running) or sexual acts, often involving grooming.
- **Female Genital Mutilation (FGM):** Procedures that include the partial or total removal of external female genitalia for non-medical reasons.
- **Child on Child Abuse:** Bullying, Harmful Sexual Behaviours, Physical or Emotional abuse perpetrated by a peer.

## What do we mean by 'Significant Harm'?



It is:

- ill-treatment or impairment of health or development including for example impairment suffered from seeing or hearing the ill-treatment of another;

As a result of:

- a single traumatic event
- witnessing domestic violence or an awareness of domestic violence within their home environment
- the cumulative effect of significant events, both acute and long-standing, or
- the damaging impact of neglect which interrupt and change or damage the child's physical and psychological development.

Our fully trained DSL and DDSs review every concern that is logged on CPOMs and determine whether a referral to IFD is required using the Wiltshire Harm Thresholds Guidance.

# Early Help Offer at Kiwi

## Recognising

At Kiwi Primary School we know our children and families well and are vigilant to any small changes in children's mood, demeanour or behaviour. We monitor our children's wellbeing closely and are aware of those who may be more likely to need early help. We are also alert to the following signs which may suggest that early help is required such as:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having poor attendance at school
- a change or regression in their academic attainment
- having poor general health
- having anxiety, depression or other mental health issues
- verbalising that they are experiencing difficulties at home

**An ESA is a supportive process which involves:**

- **Gathering information from the child, family and anyone working with them**
- **Completing the ESA form to identify the child's needs and what is working well**
- **Working together with professionals to agree and action plan**
- **Meeting regularly to review the process and record any progress made**
- **Referring to other professionals and services to support where necessary**

**The ESA process may also be used as a way to refer parents to or signpost them towards other forms of support through external agencies such as:**

- **Triple P and Time Out parenting courses**
- **Trussell Trust Foodbanks**
- **Five to Thrive and additional services through Spurgeons**
- **Barnados**
- **Young Carers**
- **Educational Psychologist**
- **Educational Welfare Officer**
- **Child and Adolescent Mental Health Services (CAMHS)**

**The ESA process also enables families to be supported by a number of different professionals which can include midwifery, health visitors, school nurses, army welfare, housing and so on. This means professionals can work together to support families and meet the needs of all family members within one process.**

# TEACHING CHILDREN HOW TO KEEP SAFE



# TRAUMA INFORMED APPROACHES

A trauma-informed approach in schools recognises that some children and young people may have experienced trauma or adverse childhood experiences (ACEs), which can affect their emotions, behaviour, relationships, and learning.

This approach focuses on creating a safe, supportive, and predictable environment where pupils feel understood, respected, and emotionally secure. Staff work to build positive relationships, respond with empathy, and avoid practices that may re-traumatise pupils.

A trauma-informed school promotes emotional wellbeing, resilience, trust, and inclusion so that all pupils can feel safe enough to learn and thrive.

# Kiwi Curriculum

We teach children across the curriculum about safety and safeguarding

We have PHSE curriculum and use SCARF scheme

Including Relationships, Health and Sex education

RHSE is compulsory in schools, we will send a letter to parents to inform them

# **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

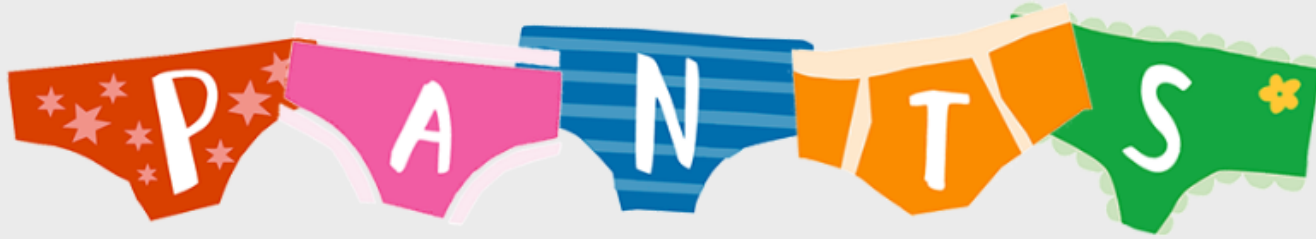
**Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, and teachers**

**July 2025**

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour	Understanding emotional needs Staying safe online Digital footprint	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education

# What are the PANTS rules?

Talking to children about their body



Privates are private



Always remember your body  
belongs to you



No means no



Talk about secrets that upset you



Speak up, someone can help



<https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/>

# ONLINE SAFETY – FILTERING AND MONITORING

All school technology has strong filtering and monitoring system called SECURLY

Daily and weekly reports and spot checks

Emergency alerts

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue gradient background.

## Blocked activity alert

This is to inform you that Securly has blocked a search.


Activity by [redacted]@kiwi.wilts.sch.uk

 hit the button

## Concerning keywords alert

This is to inform you that Securly has detected concerning keywords.

Activity by [redacted]@wilts.sch.uk

 shotgun

 link  
con

# ONLINE SAFETY

<https://kiwiprimary.ovw3.juniperwebsites.co.uk/page/?title=Internet+Safety&pid=53>

You Tube

Whats App

Computing Curriculum about online safety - which you will see in classes today

ANY

QUESTIONS?