

Whole School/College Child Protection Policy

William Lilley Infant and Nursery School



September 2025

Head Teacher/Principal	Mrs S Beardsley
Senior Leader(s) available for contact in the absence of DSLs	Miss T McMahon, Mrs H Barker, Mrs J Jenkins
Senior Designated Safeguarding Lead	Mrs S Beardsley
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Early Help	01158 041 248
Policy approved by the Governing Body	16 th September 2025
Date for Review	September 2026

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Section A - Policy Introduction & Ethos

The purpose of this policy is to detail how **William Lilley Infant and Nursery School** ensures that all children and young people enrolled in the **school** are protected and safeguarded from harm, reflecting current legislation, known best practices, and compliance with relevant government guidance.

This policy applies to all staff, governors, volunteers, and visitors, and outlines the **school's** commitment to safeguarding and promoting the welfare of children as a core part of its ethos and values. Safeguarding is everyone's responsibility, and this policy sets out the expectations for a whole-school approach to child protection.

This policy is informed by the statutory guidance Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children 2023, which together set out the responsibilities of schools and other agencies in identifying, responding to, and preventing harm to children.

School Ethos

At **William Lilley Infant and Nursery School**, we are committed to creating a safe, inclusive, and nurturing environment where every child feels valued, respected, and supported. We recognise that children's welfare is paramount and that safeguarding is integral to all aspects of **school** life, including teaching and learning, pastoral care, and extracurricular activities. We aim to foster a culture of openness, trust, and transparency, where safeguarding concerns are taken seriously and responded to appropriately.

"We are a nurturing, inspirational family who are determined to succeed."

The Governing Body and staff of William Lilley Infant & Nursery take as our first priority the responsibility to safeguard and promote the welfare of our pupils. We work together with other agencies to minimise risk and to ensure rigorous arrangements are in place within our School to identify (within a timely manner), assess and support those children who are suffering harm and to keep them safe and secure whilst in our care. This is achieved through our rigorous safeguarding procedures, policies and arrangements.

Whole School Approach

Safeguarding and child protection are embedded across the **school's** policies, procedures, and practices. All staff receive regular training and updates to ensure they understand their roles and responsibilities. The **school** works in partnership with children, parents/carers, and external agencies to promote a culture of vigilance and proactive safeguarding. Throughout this policy, the term 'whole-school approach' is used to refer to a unified safeguarding strategy across the entire education setting.

The following policies & documents contribute to the **school's** whole-school approach to safeguarding:

- Accessibility Plan
- Administration of Medicine in Educational Settings Policy 2024

- Anti-Bullying Policy
- Attendance Policy
- Allegations Management Policy
- Behaviour Principles Written Statement
- Capability Policy including Whistleblowing Policy and Staff Discipline, Conduct and Grievance
- Children Absent From School (Missing from Education) (**Appendix 13**)
- Child on Child Abuse Policy - Sexual violence and sexual harassment and response to 'upskirting'
- Child Sexual Exploitation Policy (**Appendix 8**)
- Children with health needs who cannot attend school
- Code of Conduct for Governors
- Complaints' Policy and Procedure Statement
- Confidential reporting and whistleblowing
- Data Protection and information sharing policies
- Disqualification Under Childcare Act (KCSiE)
- Elective Home Education
- Employee Code of Conduct
- Equality Policy to include Health and Safety Disability Equality Action Plan and School Access
- Female Genital Mutilation including Honour Based Abuse (**Appendix 12**)
- Guidance for Visitors and VIP guests to the school
- Health and Safety Policy
- Home visits policy
- Information Sharing
- Internet Safety and Acceptable use (including effective filtering and monitoring)
- Intimate Care Policy
- Knife Crime Guidance
- Lettings
- Low Level concerns
- Mental Health and Wellbeing
- Mental and Physical Health
- NCC and NSCP Neglect Toolkit
- NCC Safeguarding Audit
- Nottinghamshire Safeguarding Children Partnership Policy, Procedures and Practice Guidance
link: <https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>
- NSPCC advice to protecting children with SEN and deaf/disabled children and young people, links and help line
- Photographing and Videoing of Children in School Statement (**Appendix 14**)
- Physical Intervention and Restrictive Practice Policy (Use of Reasonable Force)
- Prevent Duty Risk Assessment and Action Plan
- Prevent Duty and Radicalisation (and Extremism) (**Appendix 11**)
- Private Fostering Guidance for Schools guidance (**Appendix 15**)

- Pupil offsite Policy
- Recruitment and Selection Policy
- Relational Policy (Behaviour)
- Relationships, Sex and Health Education
- Safe use of Children's photographs
- Safer Recruitment and Safer Working Practice
- School information published on a website
- Single Central Record
- Special Educational Needs Policy
- Volunteers, visitor, parent helper in school policy
- Youth Produced Sexual Imagery - Sexting (**Appendix 9**)

Each of these policies is informed by relevant sections of Keeping Children Safe in Education 2025 and reflects statutory guidance, best practice and the **school's** safeguarding ethos.

Annual Review and Public Availability

This policy is reviewed, or sooner if required due to changes in legislation or guidance. The review is led by **the Designated Safeguarding Lead** and approved by the governing body. The policy is made publicly available via the **school's** website and can be requested in alternative formats if needed.

Section B - Contextual Safeguarding at William Lilley Infant and Nursery School

Contextual safeguarding recognises that the risks children face are often beyond the control of their families and can occur in a variety of settings such as peer groups, schools, colleges and neighbourhoods. Our **school** is dedicated to understanding and addressing these wider environmental factors that may pose a threat to the safety and well-being of our students.

At **William Lilley Infant and Nursery School**, we are aware of our main contextual safeguarding issues and use our curriculum to ensure all children are educated about them. These may include, but are not limited to, **child criminal exploitation (CCE), child sexual exploitation (CSE), online harm, child-on-child abuse, radicalisation, and local patterns of domestic abuse or substance misuse**. We work closely with our local safeguarding partners to monitor emerging risks and adapt our provision accordingly.

Contextual Concerns	How the school aims to address it
Child-on-child abuse	• See Child-on-child abuse policy • Anti-bullying policy • Relational policy • Engagement with anti-bullying week • School ELSA • Regular staff training • Engagement with Local Authority ESHAWH team • Early Help support • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Curriculum including SCARF, people who help us etc • NSPCC PANTS
Domestic Abuse	• Relational policy • Mental Health and Wellbeing policy • Attachment and trauma informed practice • Regular staff training • Engagement with Local Authority ESHAWH team and Domestic Abuse organisations • School ELSA • Engagement with local support networks • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience

	• Curriculum including SCARF, people who help us etc
Poverty	• Pupil Premium strategy • In-school food bank • Clothing opportunities • Opportunities for parents and children ie, universal breakfast club, HAF • Engagement with local area organisations and projects to support • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience
Neglect	• School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Training for staff • Use of the Neglect toolkit • Pupil Premium opportunities
Parental misuse of substances	• School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Engagement with local area organisations and projects • Curriculum (ie Science – medicines) • School ELSA • Attachment and trauma informed practice throughout school
Vulnerabilities of pupils with SEND inc. non-verbal/selective mute	• SEND policy • Consideration of need throughout all policies and procedures • Accessibility policy • Link staff to pupils – keyworkers who know children well • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Engagement with local area organisations • Training for staff on various aspects of SEND • Bespoke timetable and curriculum
Online safety	• Internet safety and acceptable use policy including 360 diagnostic tool • Staff training • Computing curriculum including link to ‘computing for a connected world’ age-appropriate information • Computer safety courses for parents

	• Website information for parents giving links and information • Engagement with internet safety week/day • Review of security from external IT technician
Young carers	• Training • Identification of young carers through Early Help • Engagement with Young carers organisations
Cultural expectations of school, attendance and safeguarding	• Forming strong relationships with parents in a nurturing environment • Sharing information in an accessible way • Information translated and shared via school translatable website
Mental health and wellbeing	• Mental health and wellbeing policy for parents, staff and pupils • Ongoing mental health and wellbeing action plan highlighting and supporting emerging issues across the school and within the community • Relational schools approach • Parental support through signposting and Early Help referrals • In school support for children through nurture groups, SEND provision and ELSA • Pastoral support as key point of contact for parents • Engagement with local charities and organisations • Information shared on weekly newsletter and engagement with national events

Our Commitment

At **William Lilley Infant and Nursery School**, we are committed to proactively identifying and responding to the contextual safeguarding risks that affect our pupils both within and beyond the **school** environment. We recognise that safeguarding does not stop at the **school** gates and that children may be exposed to harm in their peer groups, online spaces, neighbourhoods, and wider communities.

All our staff, but particularly our Designated Safeguarding Leads (DSL's), will consider the context within which such incidents and/or behaviours occur. A copy of the Assessment Framework is positioned centrally on the Safeguarding Noticeboard. We recognise this is known as 'contextual safeguarding' and will take it into account 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.

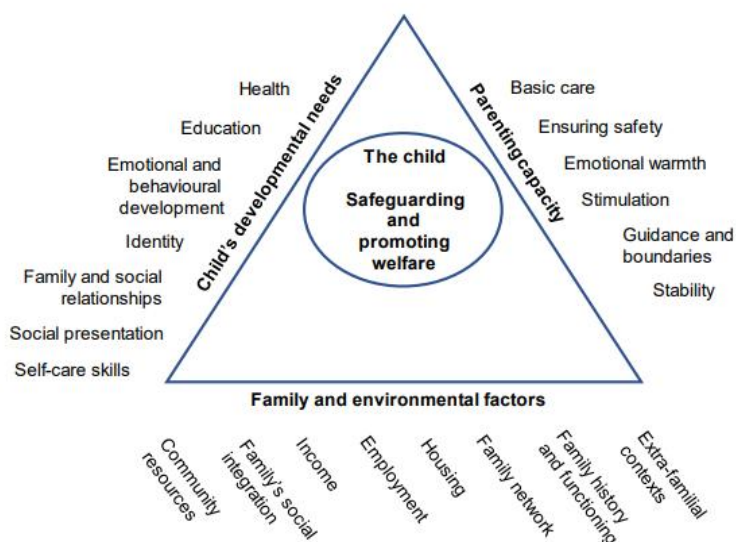


Figure 1

To uphold this commitment, we will:

- **Collaborate with students, families, and the wider community** to understand the lived experiences of our pupils and to co-develop effective safeguarding responses.
- **Provide ongoing training for all staff** to recognise the signs of contextual harm, including exploitation, child-on-child abuse, and online risks, and to respond confidently and appropriately. Weekly discussions of emerging and current national and local safeguarding topics during staff briefings.
- **Embed contextual safeguarding into our curriculum**, ensuring pupils are equipped with the knowledge and skills to recognise risk, seek help, and make safe choices.
- **Implement robust policies and procedures** that reflect the unique safeguarding needs of our school community and are informed by local intelligence and national guidance.
- **Engage with external agencies and safeguarding partners**, including police, health, and social care, to share information, coordinate support, and contribute to multi-agency safeguarding efforts.
- **Monitor and review safeguarding data and trends** to ensure our approach remains responsive, evidence-informed, and tailored to emerging risks.

This commitment underpins our whole-school approach to safeguarding and reflects our belief that every child deserves to feel safe, supported, and empowered—wherever they are.

We encourage all members of our **school** community to contribute to our safeguarding efforts by staying informed, being vigilant, and working together to create a safe environment for everyone. If there are any concerns or suggestions, please do not hesitate to contact our safeguarding team

Section C - Statutory Duties and Legal Framework

Our safeguarding arrangements are shaped by both national legislation and statutory guidance, as well as local safeguarding expectations in Nottinghamshire. Together, these establish the legal duties and operational standards our **school** must meet to keep children safe.

1. National Legislative Duties

We carry out all functions with a view to safeguarding and promoting the welfare of children in line with:

- **Education Act 2002**
 - Section 175 - duty on local authorities, governing bodies of maintained schools, and FE colleges.
 - Section 157 - equivalent duty on proprietors of independent schools, academies, and free schools.
- **Education (Independent School Standards) Regulations 2014**
- **Non-Maintained Special Schools (England) Regulations 2015**
- **Children Act 1989 & Children Act 2004** - duties to safeguard and promote welfare, including participation in local multi-agency safeguarding arrangements.
- **Children and Social Work Act 2017 (Section 16H)** - duty to provide information to safeguarding partners when requested.
- **Education and Training (Welfare of Children) Act 2021**
- **Counter-Terrorism and Security Act 2015 (Section 26)** - Prevent Duty.
- **Teachers' Standards (2021)** - professional responsibility to safeguard pupils.
- **Childcare Act 2006 & Childcare (Disqualification) Regulations 2018**
- **Serious Crime Act 2015** - mandatory duty for staff to report **known cases** of Female Genital Mutilation (FGM) in under-18s disclosed to them during their work.

2. Statutory Guidance

We have regard to:

- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**
- **Working Together to improve school attendance (2024)**
- **Information Sharing Advice for Practitioners (DfE)**
- Relevant national guidance on **safer recruitment, online safety, and specific safeguarding issues including Families First Partnership Programme (2025)**.

These documents set out requirements including:

- A whole-school approach to safeguarding.

- Clear referral and reporting procedures.
- The appointment of a suitably trained **Designated Safeguarding Lead (DSL)** with appropriate resources and time.
- Safer recruitment practices and maintenance of a **Single Central Record**.
- Ongoing staff training and annual safeguarding updates.
- Systems for children to express concerns and be listened to.
- Procedures for managing allegations and low-level concerns.
- Online safety measures, including filtering and monitoring in line with the **DfE Filtering and Monitoring Standards (2023)**.
- Compliance with legal notification duties (e.g. private fostering, pupil deletions from roll).

3. Local Safeguarding Expectations (Nottinghamshire)

At **William Lilley Infant and Nursery School** we are committed to meeting the expectations set out by the **Nottinghamshire Safeguarding Children Partnership (NSCP)**. These include:

- **Following NSCP multi-agency procedures** and ensuring they are reflected in our **school** policies.
- **Engaging fully in local safeguarding arrangements**, including early help pathways (e.g. Families First Partnership), child protection conferences, and multi-agency risk assessments
- **Completing the annual Section 175/157 safeguarding audit** and acting on any identified areas for improvement.
- **Participating in serious case reviews, child safeguarding practice reviews, and learning reviews** where appropriate.
- **Liaising with the Local Authority Designated Officer (LADO)** within one working day of any allegation against a person working with children, including volunteers and third-party providers.
- **Maintaining comprehensive safeguarding records** to inform review of concerns and ensure effective information sharing with safeguarding partners.
- **Ensuring all staff are aware of local referral routes**, including to the Multi-Agency Safeguarding Hub (MASH).
- **Promoting a culture of listening to children**, with clear systems for pupils to raise concerns and be taken seriously.

4. Core Duties in Practice

To fulfil our statutory and local safeguarding obligations, we will:

1. **Engage with local safeguarding partners** and act on requests for information.
2. **Appoint and support a Designated Safeguarding Lead** (and deputies, where applicable) with the authority, training, and time to carry out the role.
3. **Maintain accountability** for safeguarding across leadership and governance.
4. **Operate safer recruitment**, including DBS/barred list checks, prohibition checks, right-to-work checks, and online searches for shortlisted candidates.
5. **Keep an up-to-date Single Central Record** covering all required staff, volunteers, and governance.

6. **Check suitability for early/late years provision** in line with the Childcare Disqualification Regulations.
7. **Refer to the DBS** where an individual is removed from regulated activity due to safeguarding concerns.
8. **Consider referral to the Teaching Regulation Agency** in cases of serious misconduct.
9. **Meet the Prevent Duty**, including risk assessment, training, and referrals.
10. **Report known cases of FGM** in under-18s directly to the police (teachers only).
11. **Notify the local authority** about private fostering arrangements and deletions from roll.
12. **Provide induction and annual safeguarding updates** to all staff, ensuring familiarity with Part 1 of KCSIE and relevant annexes.
13. **Implement and review online safety measures** including filtering, monitoring, and cyber security standards.

Section D - Aims and Responsibilities

At **William Lilley Infant and Nursery School**, safeguarding is a shared responsibility that demands clear leadership, accountability, and a whole-school commitment to protecting children. We strive to create a safe, inclusive, and nurturing environment where pupils feel secure, valued, and heard. All staff are expected to understand their safeguarding responsibilities and respond promptly to any concerns. Safeguarding is embedded throughout **school** life—from the curriculum and pastoral care to staff conduct—ensuring it remains a central focus. We work in close partnership with families and external agencies to safeguard children from harm, and our approach is firmly rooted in the principles outlined in *Working Together to Safeguard Children 2023* and *Keeping Children Safe in Education 2025*.

1. Whole-School Safeguarding Culture

We are committed to maintaining a whole-school approach to safeguarding that reflects vigilance, openness, and accountability. This commitment is reflected in the systems we have in place to ensure pupils can express concerns and be taken seriously, and in the safe culture we foster for whistleblowing and raising low-level concerns in line with statutory guidance. Staff are supported to feel confident in reporting concerns and challenging unsafe practices. Safeguarding is fully integrated into our policies, curriculum, and daily routines, ensuring it is part of the fabric of **school** life. Our approach is inclusive, addressing the needs of all pupils, including those with SEND and additional vulnerabilities. We also recognise that safeguarding extends beyond the **school** gates, encompassing online safety, peer relationships, and wider community contexts. All staff including volunteers, will always act in the **best interest of the child** and maintain the attitude of '**it could happen here**'.

2. Roles and Responsibilities

Governing Body

The governing body ensures strategic oversight of safeguarding by:

- Appointing a trained link governor for safeguarding and receiving regular reports from the DSL.
- Ensuring all governors read the whole of KCSiE annually.
- Ensuring safeguarding policies and procedures are in place, reviewed annually, and aligned with **Nottinghamshire Safeguarding Children Partnership (NSCP)** thresholds and protocols including the annual file audit.
- Monitoring the **Single Central Record** to ensure compliance with all statutory vetting checks, including DBS and Section 128 checks.

- Overseeing safer recruitment practices and ensuring a safeguarding culture throughout the organisation.
- Appointing a **Designated Safeguarding Lead** from the senior leadership team and ensuring effective cover arrangements.
- Ensuring governors themselves are subject to appropriate checks and safeguarding training.
- Engaging in the annual Section 175/157 safeguarding audit and strategic reviews of safeguarding practice.
- Ensuring safeguarding is a standing item at governing body meetings and providing strategic challenge.
- Ensuring the **school's online safety arrangements**, including filtering and monitoring, comply with the **DfE Filtering and Monitoring Standards (2023)**.

Headteacher

The headteacher provides operational leadership of safeguarding by:

- Ensuring all staff, volunteers, and contractors receive safeguarding induction before commencing work.
- Allocating sufficient time, training, and resources to enable the DSL to fulfil their role.
- Promoting a culture where staff feel confident to raise concerns about pupils or practice.
- Liaising with the **Local Authority Designated Officer (LADO)** in cases of allegations against staff, including supply staff and volunteers.
- Ensuring safeguarding concerns such as poor attendance, children missing education, forced marriage, or domestic abuse are identified and acted upon.
- Overseeing regular review of the child protection policy to ensure compliance with KCSIE, Working Together, and local procedures.
- Ensuring staff are aware of **Operation Encompass** and domestic abuse notifications.
- Ensuring **online safety education** is embedded across the curriculum in line with statutory guidance.
- Ensure attendance concerns are treated as safeguarding issues, particularly where persistent absence may indicate welfare concerns. Implement the statutory expectations of Working Together to Improve School Attendance (2024), including early intervention and multi-agency collaboration.

Designated Safeguarding Lead (DSL)

The DSL is the lead professional for safeguarding and child protection and will:

- Have a clearly defined role and be provided with sufficient time, supervision, and support to carry it out.
- Complete updated safeguarding training at least **every two years**.
- Promote a culture of listening to children and taking account of their wishes and feelings.
- Make referrals to children's social care, police, or the Channel programme where required.
- Liaise with safeguarding partners and attend multi-agency meetings and case conferences.

- Maintain secure, accurate, and confidential safeguarding records.
- Ensure all staff know how to report concerns and are familiar with safeguarding procedures.
- Lead on online safety, including the **school's** filtering and monitoring systems using .
- Ensure safeguarding records are transferred securely when pupils move **school** and that support is continuous during transitions.
- Liaise with the senior mental health lead and external support agencies as appropriate.
- Be available during **school** hours and ensure Deputy DSLs can provide cover if absent.
- Meet regularly with Deputy DSLs to review caseloads and procedures.

All Staff

All staff, including volunteers and visiting professionals, must:

- Read and understand **KCSIE 2025** and the school's **child protection policy, and any other policies the school/college deems appropriate**.
- Recognise signs of abuse, neglect, exploitation, and contextual harm.
- Report concerns immediately using the **school's** safeguarding procedures.
- Record concerns accurately and provide any additional relevant information.
- Use the school safeguarding online reporting system (CPOMs) or paper copy of concerns for staff without an email account (**Appendix 6, 6a and 7**)
- Share information with the DSL and, if necessary, make direct referrals to children's social care.
- Follow the **school's low-level concerns** procedures if worried about an adult's behaviour.
- Undertake safeguarding training at induction and at regular intervals thereafter.
- Maintain an attitude of "it could happen here" in relation to safeguarding.
- Supervise pupils appropriately when using online platforms and report any breaches in filtering or monitoring.
- Monitor attendance patterns and report persistent absence or children missing education.
- Be aware of specific safeguarding risks including FGM (known cases), forced marriage, honour-based abuse, exploitation, extremism, and serious violence.
- Support statutory assessments and work with social workers when required.
- Raise concerns about safeguarding practice (whistleblowing) when needed.

3. Multi-Agency Working

We actively participate in Nottinghamshire's multi-agency safeguarding arrangements by:

- Sharing information lawfully and effectively with safeguarding partners, in line with the **Information Sharing Advice for Practitioners (DfE)**.
- Participating in early help assessments, child protection plans, and strategy meetings.
- Understanding and applying local thresholds and protocols for assessment and referral.
- Responding promptly to requests for information from safeguarding partners.
- Allowing access to children's social care for assessments under **Section 17** (child in need) or **Section 47** (child protection) of the Children Act 1989.

- Following the NSCP **escalation procedures** if disagreements arise about safeguarding decisions.
- Engaging in child safeguarding practice reviews, serious case reviews, and local learning events.
- Contributing to local safeguarding developments, including through the Nottinghamshire Education Subgroup.

4. Staff Induction and Training

All staff, governors, and volunteers **must** receive safeguarding induction appropriate to their role before commencing work. This includes:

- Copies of key policies (child protection, relational (behaviour), staff conduct, online safety, **and any other policies the school deems appropriate**).
- Identification of the DSL, deputies, and safeguarding governor.
- Familiarisation with reporting procedures and safeguarding systems.
- Confirmation of having read Part 1 (or Annex A) of KCSIE 2025.
- Training of how to access and how to use our online recording system, CPOMs including conduct for its use as highlighted in **Appendix 4**.

Safeguarding training is refreshed regularly and includes updates on emerging risks, online safety, and local procedures. Governors receive training to provide strategic challenge and oversight. DSLs receive enhanced training including data protection and cyber security.

E - Reporting Concerns

At **William Lilley Infant and Nursery school**, safeguarding is everyone's responsibility. All staff, volunteers, and visitors must report any concerns about a child's welfare, safety, or behaviour **immediately**. We follow clear procedures for reporting, recording, and escalating concerns in line with statutory guidance and local protocols. A flowchart showing the reporting process can be seen within **Appendix 1**

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as they emerge,
- Protecting children from maltreatment, whether that is within or outside the home, including online,
- Preventing 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.

1. Indicators of abuse or neglect

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, unexplainable and/or persistent absences and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Some of the following signs may also be indicators of abuse or neglect which all staff are aware of:

- 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 absent from school or missing education.
- Children who are reluctant to go home after school.

- 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.
- 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.
- 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:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 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 expectation 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 from 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 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific

safeguarding issue (also known as child on child abuse) in education and **all** staff should be aware of it and of their School policy and procedures for dealing with it.

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, for example, 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 (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. Immediate Response to a Disclosure

If a child, parent, or carer shares a concern or discloses abuse:

- **Listen calmly and attentively**, allowing them to speak freely.
- **Use open-ended questions** (e.g., "Can you tell me what happened?").
- **Avoid leading or investigative questions.**
- **Reassure them** that they are being taken seriously and will be supported.
- **Do not promise confidentiality** — explain that you must share the information to keep them safe.
- **Avoid physical comfort gestures** unless clearly appropriate.
- **Do not ask the child to write a statement or sign your notes.**
- **Record the child's exact words** and any wishes or feelings expressed.
- **Report verbally to the DSL** and **write up the conversation as soon as possible** on CPOMs or paper version (**Appendix 6, 6a and 7**) for staff without email account) including reference to body maps (**Appendix 2**) where appropriate.
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL.

3. Reporting Procedures

Staff must:

- **Report concerns to the DSL or Deputy DSL as soon as possible, and by the end of the day at the latest.**
- If the DSL is unavailable, **report to the Deputy DSL or the most senior person on site** and ensure the DSL is informed later.
- In emergencies, **call 999 or make a direct referral to Nottinghamshire MASH — anyone can make a referral.**
- **Do not delay reporting due to uncertainty** — if unsure, speak to the DSL.
- **Do not view, copy, or share images** in cases involving nudes/semi-nudes.
- **Share information only on a need-to-know basis.**

- **Report concerns about staff** (including supply staff and volunteers) to the **Headteacher**, or to the **Chair of Governors** if the concern is about the Headteacher.

Examples of concerns include (this is not an exhaustive list):

- Signs of abuse, neglect, exploitation, or radicalisation
- Child-on-child abuse, sexual violence, or harassment
- Domestic abuse, forced marriage, FGM, or honour-based abuse
- Online abuse or inappropriate adult communication
- Private fostering arrangements
- Changes in behaviour, attendance, or presentation
- A person who may pose a risk to children living in the same household

4. Recording and Escalation Protocols

All concerns, decisions, and actions must be recorded:

- **Record immediately, and by the end of the same working day.**
- Use the **school's secure safeguarding system, CPOMs.**
- Include **date, time, context, and direct quotes or observations.**
- Record **facts, not assumptions**, and include your **full name and role.**
- Note **non-verbal behaviour** and **physical indicators** (e.g., "bruise on right arm above elbow").
- **Transfer safeguarding records securely** when a pupil moves school (within 5 working days) and **obtain confirmation of receipt.**
- **Retain safeguarding records securely until the pupil reaches age 25** in line with our safeguarding data destruction policy in **Appendix 5.**

The DSL:

- **Monitors records for patterns** and ensures appropriate escalation. At William Lilley Infant and Nursery school, we record and monitor individuals using a central record of children with additional safeguarding files as seen in **Appendix 3.**
- **Presses for reconsideration or escalates** using NSCP procedures if concerns persist or outcomes are unclear.

5. Confidentiality and Consent

- Information is shared in line with the **Information Sharing Advice for Practitioners (DfE)**, the **Data Protection Act 2018**, and **UK GDPR.**
- **Consent is not required** to share information if a child or adult is at risk of significant or serious harm.
- **Parents/carers are usually informed**, unless doing so would increase risk.
- All **non-routine information sharing is logged** appropriately.
- If in doubt, **staff should consult the DSL or Deputy DSL.**

6. DSL Actions Following a Concern

The DSL or Deputy DSL will:

- **Assess urgency and immediate safety needs.**
- **Review the child's presentation and known history.**
- **Inform relevant staff on a need-to-know basis.**
- Use **appropriate assessment tools** (e.g., body maps, contextual safeguarding tools).
- **Refer to MASH, Prevent, or Police** where necessary.
- **Consider early help or internal pastoral support.**
- **Notify the local authority of private fostering arrangements.**
- **Follow up referrals within 48 hours** and maintain contact with social workers.
- **Attend and contribute to strategy meetings**, child protection conferences, and core groups, using appropriate reporting documents.
- **Share reports with parents/carers**, and where appropriate, the child.
- **Document all actions, decisions, and rationales** in the safeguarding record.
- **Use escalation procedures** if concerns are not addressed or outcomes are unclear.

FGM Mandatory Reporting:

In known cases of Female Genital Mutilation (FGM), **teachers must report directly to the police via 101 by the end of the next working day**, in addition to informing the DSL (Appendix 12).

7. Support for Staff and Pupils

We recognise that reporting safeguarding concerns can be distressing. Support is available through:

Support for Staff:

- **Named link staff** for safeguarding cases who act as a point of contact and support.
- **Access to helplines**, counselling, and peer support, including referral to external services where appropriate.
- **Time-out or supervision** opportunities for staff affected by disclosures or safeguarding processes.
- **Confidentiality and respectful handling** of sensitive information to protect staff wellbeing.
- **Whistleblowing and complaints procedures** to raise concerns about unsafe practice or safeguarding failures.
- **Staff wellbeing and supervision sessions**, where available, to reflect on safeguarding practice and emotional impact.

Support for Pupils:

- **Pastoral support** from trusted adults or designated pastoral staff
- **Safe spaces within school** where pupils can go if they feel overwhelmed or need time out.

- **Regular check-ins** for pupils involved in safeguarding concerns, including those subject to child protection or early help plans.
- **Empowerment through education**, including RSHE and PSHE lessons that build resilience, self-esteem, and understanding of safeguarding risks.

Staff should speak to the DSL or Headteacher if they feel a pupil requires additional support following a safeguarding concern.

F - Supporting Pupils

At **William Lilley Infant and Nursery School** we are committed to ensuring that all pupils feel safe, supported, and able to thrive. Safeguarding is not only about protecting children from deliberate harm but also about creating a nurturing environment in which they are valued, respected, and encouraged to achieve their full potential.

We recognise that some children may require additional support to stay safe, and we are dedicated to identifying and addressing these needs at the earliest opportunity. Our approach is informed by Keeping Children Safe in Education (KCSIE) 2025, Working Together to Safeguard Children 2023, and the Nottinghamshire Safeguarding Children Partnership (NSCP) procedures.

1. Whole-School Commitment to Support

- We aim to create a caring, positive, safe, and stimulating environment which promotes the social, physical, emotional, and moral development of all pupils.
- We ensure pupils know they can talk to trusted adults and that their voices will be heard and acted upon.
- Safeguarding and pupil wellbeing are embedded throughout our curriculum, pastoral support, and wider **school** activities.

2. Early Help and Pastoral Support

- We are committed to the principles of **early identification and intervention**, in line with the Nottinghamshire Pathway to Provision.
- Staff are trained to recognise when children may benefit from early help and to raise these concerns with the DSL.
- The DSL will consider early help assessments and referrals to external services, working closely with families to provide coordinated support.

- We make use of local initiatives such as **Operation Encompass**, ensuring staff are informed of incidents of domestic abuse and can provide timely support in **school**.

3. Supporting Vulnerable Groups

We recognise that some pupils are more vulnerable to safeguarding concerns. This includes, but is not limited to:

- Children with special educational needs and disabilities (SEND)
- Children with social, emotional, or mental health needs
- Children in care and previously in care
- Young carers
- Children missing education or persistently absent
- Children affected by domestic abuse, substance misuse, or parental mental health difficulties
- Children at risk of criminal or sexual exploitation (CCE/CSE), radicalisation, or serious youth violence
- Children from minoritised groups who may face additional barriers or discrimination

We will make reasonable adjustments and provide targeted interventions to meet these pupils' needs.

Support may include **in-school** provision, referrals to early help, or multi-agency working through the NSCP framework.

4. Mental Health and Wellbeing

- All staff are trained to be alert to the links between safeguarding and mental health.
- Where a child is experiencing mental health difficulties, we will work with parents, the **school's Senior Mental Health Lead**, health professionals, and external services such as EPS, CAMHS or MHST.
- We promote mental health through a whole-school approach, including wellbeing initiatives, safe spaces in **school**, and embedding resilience and coping strategies within the curriculum.

5. Use of Restrictive Practices

Restrictive practices are only used in exceptional circumstances to prevent harm and must be:

- **Proportionate, reasonable, and necessary**
- In line with the **school's Physical Handling and restrictive practice Policy** or **Realational (Behaviour) Policy**
- Carried out by staff trained in approved techniques (e.g. Team Teach, PRICE)
- Documented thoroughly, including the rationale, actions taken, and outcomes on CPOMS
- Reported to parents/carers and, where appropriate, safeguarding partners

Restrictive practices must never be used as punishment or to enforce compliance. We prioritise de-escalation, pupil dignity, and emotional regulation. Any use of physical intervention is reviewed by the DSL and senior leadership to ensure safeguarding standards are upheld.

6. Trauma-Informed and Inclusive Practice

- We adopt a trauma-informed approach, recognising the impact of adverse childhood experiences (ACEs) on behaviour, relationships, and learning.
- Staff are supported to respond with sensitivity and consistency, fostering trusting relationships and safe routines.
- We are committed to equality and inclusion, actively challenging discrimination and ensuring equity of access to support for all pupils.

7. Alternative Provision and Education Outside of School

Where a pupil is placed in alternative provision or educated off-site, we:

- Retain overall safeguarding responsibility and maintain oversight of the pupil's welfare and progress.
- Share relevant safeguarding information with the provider in advance of placement.
- Seek and expect written assurance that the provider has effective safeguarding policies and procedures in place.
- Monitor attendance, progress, and wellbeing through regular contact with both the provider and the pupil.

8. Ongoing Monitoring and Transitions

- Safeguarding records are monitored to identify emerging patterns of concern.
- Individual support plans are regularly reviewed with pupils, parents/carers, and professionals.
- When pupils move **schools**, safeguarding records are transferred securely and within five working days, in line with NSCP expectations.
- Ensure transfer of confidential files flowchart is adhered to (**Appendix 16**)

9. Empowering Pupils

We are committed to equipping pupils with the knowledge and confidence to safeguard themselves by:

- Delivering **RSHE/PSHE** programmes that cover online safety, healthy relationships, exploitation, and resilience.
- Ensuring pupils know about support services such as **Childline**, **NSPCC**, and local safeguarding agencies.
- Embedding opportunities for pupil voice, such as **school** councils to shape our safeguarding culture.
- Our School Council are instrumental in helping every child feel that they have an understanding of what keeping safe means and what to do if they do not feel safe. A Child Friendly Safeguarding Poster is on display around school and is referred to regularly, both during planned opportunities and when required, in an age appropriate way.

Section G - Safeguarding in the Curriculum

At **William Lilley Infant and Nursery School** we believe safeguarding is most effective when it is **embedded across the whole curriculum** and **school** life. Our aim is to equip pupils with the knowledge, skills, and confidence to recognise risk, seek help, and make safe, informed choices in all aspects of their lives.

1. Whole-School Approach to Preventative Education

- Safeguarding education is delivered through a **planned, progressive, and age-appropriate programme** that reflects our **school's** values and ethos.
- Learning is timetabled and reinforced across the wider curriculum and through the wider **school** culture.
- Delivery includes:
 - **RSHE (Relationships, Sex and Health Education)**
 - **PSHE (Personal, Social, Health and Economic Education)**
 - **Computing and Online Safety**
 - **Assemblies, themed days/weeks, and external speakers**
 - **Cross-curricular links** (e.g., English, Drama, Citizenship, PE)
- Our curriculum promotes a culture of **zero tolerance** towards abuse, discrimination, harassment, and violence of any kind.

2. Key Topics Covered

We ensure pupils are educated on a broad range of safeguarding issues, using **evidence-based resources** and adapting content to reflect **local safeguarding priorities**.

Topics include (but are not limited to):

- Bullying (including cyberbullying and prejudice-based bullying)

- Online safety, digital resilience, and responsible use of technology
- Child-on-child abuse, sexual harassment, and harmful sexual behaviour
- Domestic abuse and healthy relationships
- Consent, bodily autonomy, and respect for boundaries
- Exploitation (Child Sexual Exploitation, Child Criminal Exploitation, county lines)
- Radicalisation and extremism
- Mental health, resilience, and emotional wellbeing
- Substance misuse and risky behaviours
- Road, fire, and water safety
- Age appropriate Honour-based abuse, including FGM and forced marriage
- Age appropriate Knife crime and serious youth violence

3. Empowering Pupils

We aim to create an environment where pupils:

- Feel safe to ask questions, challenge unsafe behaviours, and express concerns without fear of stigma.
- Understand their rights, responsibilities, and the importance of respecting others.
- Know how to access help, both in **school** and externally (e.g., Childline, NSPCC).
- Recognise signs of abuse, exploitation, and coercion.
- Develop resilience, empathy, critical thinking, and self-esteem.

Pupil voice is central to our approach. We actively involve pupils in **shaping, evaluating, and improving** our safeguarding curriculum through various feedback mechanisms.

4. Staff Responsibilities

All staff are expected to:

- Reinforce safeguarding messages consistently across subjects and interactions.
- Be alert to safeguarding concerns or disclosures arising during lessons.
- Use age-appropriate, inclusive, and accessible language and resources.
- Adapt delivery to meet the needs of pupils with **SEND and additional vulnerabilities**.
- Share any concerns promptly with the **Designated Safeguarding Lead (DSL)**.

Staff receive regular training and updates to ensure they are confident in delivering sensitive content and responding appropriately.

5. Curriculum Review and Evaluation

Our safeguarding curriculum is reviewed annually and informed by:

- Pupil feedback and engagement.
- Local and national safeguarding trends and emerging risks.
- Updates to statutory guidance (e.g., Keeping Children Safe in Education 2025, Relationships, Sex and Health Education statutory guidance).
- Input from the NSCP, MASH, Operation Encompass, and other safeguarding partners.

We are committed to **continuous improvement**, ensuring our safeguarding curriculum remains relevant, inclusive, and impactful, preparing pupils for life in modern Britain.

Section H - Online Safety

At **William Lilley infant and Nursery School**, we recognise that safeguarding children includes protecting them from risks associated with digital technologies. Online safety is a core part of our safeguarding strategy and is embedded across our curriculum, policies, and school culture.

We are committed to ensuring that pupils, staff, and visitors use technology safely and responsibly, and that our systems are robust enough to prevent access to harmful content while enabling effective learning. Our online safety guidance demonstrating our commitment can be seen within **Appendix 9**.

1. Whole-School Approach to Online Safety

Online safety is addressed through:

- A dedicated **Internet Safety and Acceptable Use (online safety) Policy** aligned with DfE guidance and the **Filtering and Monitoring Standards (2023)**
- Integration into **RSHE, PSHE, Computing**, and wider curriculum
- Regular **staff training** and updates on emerging risks
- Engagement with **parents/carers** to promote safe use of technology at home
- Clear procedures for reporting online concerns, including cyberbullying, grooming, and harmful content

2. Filtering and Monitoring Systems

We use appropriate filtering and monitoring systems to:

- Block access to harmful or inappropriate content
- Monitor user activity for signs of risk or misuse
- Alert designated staff to potential safeguarding concerns

These systems are reviewed **at least annually** and are proportionate to the age, needs, and vulnerabilities of our pupils. We follow the DfE's **Digital and Technology Standards** and ensure:

- Roles and responsibilities for managing filtering and monitoring are clearly defined
- Systems do not unreasonably impact teaching and learning
- Staff are trained to understand and respond to alerts appropriately

3. Risks Addressed

We educate and safeguard pupils against a range of online risks, including:

- **Cyberbullying** and online harassment
- **Online grooming**, exploitation, and radicalisation
- **Exposure to pornography**, violent content, or hate speech
- **Sharing of nudes/semi-nudes** and youth-produced sexual imagery
- **Online challenges, hoaxes**, and misinformation
- **Use of generative AI**, deepfakes, and manipulated media
- **Access via mobile networks** (e.g., 4G/5G) bypassing filters

Staff are trained to recognise signs of online harm and respond in line with safeguarding procedures.

4. Curriculum Integration

Pupils are taught to:

- Recognise online risks and unsafe behaviours
- Understand privacy, consent, and digital footprints
- Report concerns and seek help
- Use technology responsibly and respectfully
- Navigate misinformation, disinformation, and conspiracy theories
- Understand the risks and dangers associated with generative AI

We use age-appropriate resources and adapt content to reflect local safeguarding concerns and pupil needs.

5. Staff Responsibilities

All staff must:

- Supervise pupil use of technology appropriately

- Report breaches in filtering or monitoring systems
- Reinforce online safety messages across the curriculum
- Be aware of the **school's** mobile phone and smart technology policy
- Understand their role in safeguarding pupils online, including during remote learning

6. Remote Learning and Home Use

Where pupils access learning remotely, we ensure:

- Platforms used are secure and age-appropriate
- Pupils and parents receive guidance on safe use
- Staff maintain safeguarding oversight and report concerns

We work with families to promote safe online habits and provide support where risks are identified.

Section I – Working with Parents/Carers

At **William Lilley Infant and Nursery School**, we recognise that safeguarding is most effective when **schools** work in partnership with parents and carers. We are committed to building strong, transparent relationships with families, based on mutual trust, respect, and shared responsibility for keeping children safe.

1. Communication and Transparency

We ensure that parents/carers:

- Are informed about the **school's** safeguarding responsibilities and procedures
- Understand how concerns are managed and when referrals may be made
- Know who to contact if they have safeguarding concerns
- Can access the **school's** Child Protection Policy and related safeguarding documents via the **school** website or on request

We aim to communicate in a way that is clear, accessible, and sensitive to individual needs, including providing information in alternative formats or languages where required.

2. Consent and Information Sharing

We follow the principles of the **Data Protection Act 2018**, **UK GDPR**, and **Information Sharing Advice for Practitioners (DfE)**. While we seek parental consent for information sharing where appropriate, we will share information without consent if:

- A child is at risk of significant harm
- Seeking consent may increase the risk to the child
- There is a statutory duty to share information

Staff are trained to understand the boundaries of confidentiality and the importance of timely, lawful information sharing.

3. Supporting Families

We recognise that families may face challenges that impact their ability to safeguard their children. We offer support through:

- Early Help referrals and signposting to local services
- Pastoral support and family liaison staff
- Access to parenting programmes and workshops
- Referrals to external agencies (e.g., mental health, housing, domestic abuse support)

We work collaboratively with families to identify needs, agree support plans, and monitor progress, engaging in Nottinghamshire Families First Partnership Programme (an integrated system of Family Help and Multi-Agency Child Protection) when required.

4. Involving Parents in Safeguarding Education

We encourage parents/carers to engage with safeguarding education by:

- Sharing online safety guidance and resources
- Providing updates on safeguarding topics via newsletters, workshops, and **school** events
- Promoting awareness of risks such as exploitation, radicalisation, and harmful online content
- Encouraging open conversations at home about safety and wellbeing

We aim to empower families to reinforce safeguarding messages and support their children's development.

5. Respecting the Child's Voice

Where appropriate, we consider the child's views when deciding whether to inform parents/carers about a safeguarding concern. This is particularly relevant where:

- The child is mature enough to make informed decisions

- Informing parents may increase risk or distress
- The child has expressed a clear preference

Decisions are made in consultation with the DSL and, where necessary, safeguarding partners.

Section J - Children in Care and Previously in Care

At **William Lilley Infant and Nursery School**, we recognise that Children in Care (CiC) and those previously in care may face additional barriers to learning, wellbeing, and safety. This group can also be referred to as Children with a Social Worker. We are committed to promoting their educational achievement, safeguarding their welfare, and ensuring they feel valued and supported throughout their time in our **school**.

1. Designated Teacher Responsibilities

We appoint a **Designated Teacher for Children in Care**, who is responsible for:

- Acting as a key point of contact for the Virtual School
- Attending and contributing to **Personal Education Plan (PEP)** reviews
- Ensuring that CiC pupils receive appropriate support, interventions, and access to enrichment opportunities
- Monitoring progress, attendance, and wellbeing
- Liaising with carers, social workers, and other professionals

The Designated Teacher is also the **Designated Safeguarding Lead (DSL)** to ensure a coordinated approach to safeguarding and education.

2. Children Previously in Care

We recognise that children who were previously looked after may continue to experience vulnerability. These pupils are supported through:

- Pastoral care and targeted interventions
- Access to mental health and wellbeing support
- Inclusion in safeguarding monitoring and review processes
- Continued liaison with the Virtual School where appropriate

Staff are made aware of the potential challenges faced by previously looked-after children and are trained to respond with sensitivity and understanding.

3. Private Fostering Arrangements

A **private fostering arrangement** occurs when a child under 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more. We have a statutory duty to report any known or suspected private fostering arrangements to the local authority.

Staff must:

- Notify the DSL if they become aware of a private fostering arrangement
- Support the DSL in liaising with the family and confirming whether the local authority has been informed
- Ensure that safeguarding procedures are followed and that the child's welfare is prioritised

We take steps during admission to verify the relationship between the child and the adults registering them.

4. Kinship Care Arrangements

Kinship care refers to children being raised by relatives or close family friends. These arrangements may be informal or formalised through legal orders. Schools must:

- Identify and support children in kinship care, including those not known to the local authority.
- Be aware of the local authority's published Kinship Care offer and signpost carers to relevant support.
- Liaise with the Virtual School Head to promote educational outcomes for children in kinship care.
- Ensure staff understand the potential vulnerabilities and safeguarding needs of children in kinship arrangements.

5. Multi-Agency Working

We work closely with **Virtual Schools, Children's Social Care, Health and mental health services, Carers and families** to ensure that CiC and previously looked-after children receive the support they need to thrive. We contribute to multi-agency plans and ensure that safeguarding concerns are addressed promptly and effectively.

Section K - Particularly Vulnerable Groups

At **William Lilley Infant and Nursery School**, we recognise that some children and young people may be particularly vulnerable to abuse, neglect, exploitation, or harm due to their individual circumstances, characteristics, or lived experiences. We are committed to identifying these pupils early, providing tailored support, and ensuring that safeguarding arrangements reflect their specific needs.

1. Identification and Monitoring

We actively monitor and support pupils who may be vulnerable due to factors including (but not limited to):

- Special Educational Needs and Disabilities (SEND)
- Mental health needs
- Young carers
- Children in care or previously in care
- Children with a social worker or history of social care involvement
- Children affected by domestic abuse, parental substance misuse, or mental health
- Children at risk of exploitation (CSE, CCE, county lines)
- Children at risk of radicalisation or extremism
- Children from minority ethnic backgrounds or with protected characteristics

- Children who are LGBTQ+ or exploring their identity
- Children who are privately fostered
- Children missing education or frequently absent
- Children at risk of serious violence or involved in gang activity

Staff are trained to recognise signs of vulnerability and report concerns promptly to the DSL. We use safeguarding records, attendance data, behaviour logs, and pupil voice to identify patterns and respond proactively.

2. Reasonable Adjustments and Positive Action

We make reasonable adjustments to ensure that pupils with protected characteristics or additional needs are safeguarded effectively. This includes:

- Differentiated safeguarding education
- Accessible reporting systems
- Tailored pastoral support
- Positive action to address disadvantage or discrimination
- Inclusive curriculum content and representation

We promote a culture of respect, equity, and inclusion, and challenge all forms of prejudice-based bullying or harassment.

3. SEND and Communication Needs

Children with SEND may face barriers to recognising or reporting abuse. We ensure:

- Staff are trained to understand SEND-specific safeguarding risks
- Communication methods are adapted to meet individual needs
- Additional pastoral support is available
- External agencies (e.g. Learning Support, EHCP teams) are involved where appropriate

We recognise that challenging behaviour may be a sign of distress or unmet need and respond accordingly.

4. Specific Safeguarding Risks

We are alert to specific safeguarding risks that may disproportionately affect vulnerable groups, including:

- **Female Genital Mutilation (FGM):** Staff are aware of the mandatory reporting duty and indicators of risk.

- **Forced Marriage and Honour-Based Abuse:** We educate pupils and staff on recognising coercion and cultural pressures.
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** We work with external agencies to identify and support children at risk.
- **Radicalisation and Extremism:** We fulfil our Prevent Duty obligations through training, curriculum, and referral pathways.
- **Serious Youth Violence and Knife Crime:** We engage with community partners and police to address local concerns.
- **Sexual Abuse and Grooming:** Staff are trained to identify signs of manipulation, distress, and inappropriate relationships, and respond swiftly and sensitively.

5. Multi-Agency Collaboration

We work closely with safeguarding partners to support vulnerable pupils, including:

- Children's Social Care
- Health and mental health services
- Youth justice and early help teams
- Domestic abuse and exploitation services
- Prevent and Channel teams

We contribute to multi-agency plans and ensure that pupils receive coordinated, timely support.

Section L - Prevention in the Curriculum

At **William Lilley Infant and Nursery School**, we recognise that safeguarding is most effective when it is proactive, preventative, and embedded across the curriculum. We are committed to preparing pupils for life in modern Britain by equipping them with the knowledge, skills, and confidence to identify risk, make safe choices, and seek help when needed.

1. Preventative Education Strategy

We adopt a **whole-school approach** to preventative safeguarding education, which includes:

- A planned programme of **RSHE** and **PSHE** that is age-appropriate, inclusive, and accessible to all pupils
- Integration of safeguarding themes across subjects such as Computing, Citizenship, English, and Drama
- Regular assemblies, workshops, and themed events focused on safety, wellbeing, and resilience
- Use of evidence-based resources and input from external agencies (e.g. NSPCC, Police, Prevent Team)

Our curriculum reflects the statutory expectations outlined in **KCSIE 2025**, including the promotion of a culture of zero tolerance for abuse, harassment, and discrimination.

2. Key Topics Covered

Pupils are taught to:

- Recognise and manage risks in different contexts (online, peer relationships, public spaces)
- Understand consent, boundaries, and bodily autonomy
- Identify and respond to bullying, including cyberbullying and prejudice-based bullying
- Navigate online safety, including risks from AI, misinformation, and using critical thinking skills
- Understand the law around sharing inappropriate images
- Recognise signs of grooming, exploitation, and radicalisation (age appropriate)
- Develop healthy relationships and challenge harmful behaviours
- Understand the impact of domestic abuse and how to seek help
- Resist peer pressure and make informed decisions
- Know how and where to report concerns

3. Curriculum Adaptation and Inclusion

We ensure that safeguarding education is:

- **Differentiated** to meet the needs of pupils with SEND and other vulnerabilities
- **Responsive** to local safeguarding concerns and emerging risks
- **Inclusive** of pupils with protected characteristics, with reasonable adjustments made where needed
- **Reviewed annually** to ensure relevance, impact, and alignment with statutory guidance

Pupils are actively involved in shaping the curriculum through feedback, pupil voice activities, and consultation.

4. Staff Responsibilities

All staff are expected to:

- Reinforce safeguarding messages across the curriculum
- Create safe spaces for discussion and disclosure
- Be alert to safeguarding indicators during lessons
- Liaise with the DSL if concerns arise during curriculum delivery
- Ensure that content is delivered sensitively and appropriately

Staff receive regular training to support effective delivery of preventative education.

Section M - Child-on-Child Abuse and Harmful Sexual Behaviour

(linked to Child-on-Child Abuse Policy)

At **William Lilley Infant and Nursery School**, we recognise that children can be both victims and perpetrators of abuse. We are committed to preventing, identifying, and responding to all forms of **child-on-child abuse**, including **harmful sexual behaviour (HSB)**, in line with statutory guidance and local safeguarding procedures.

We adopt a zero-tolerance approach to abuse and harassment between children and ensure that all incidents are taken seriously, investigated appropriately, and responded to with care and professionalism.

1. Definitions and Scope

Child-on-child abuse may include:

- **Physical abuse** (e.g. hitting, kicking, biting)

- **Bullying** (including cyberbullying and prejudice-based bullying)
- **Sexual violence** (e.g. rape, assault by penetration)
- **Sexual harassment** (e.g. sexual comments, jokes, online harassment)
- **Sharing of nudes/semi-nudes** (youth-produced sexual imagery)
- **Upskirting** (a criminal offence under the Voyeurism Act 2019)
- **Initiation/hazing-type violence and rituals**
- **Controlling or coercive behaviour** in peer relationships
- **Emotional and psychological abuse** (e.g. manipulation, intimidation, gaslighting)

Harmful sexual behaviour may be developmentally inappropriate, be coercive, abusive, or exploitative. It can occur online or offline and may be perpetrated by individuals or groups, directed at peers, younger children or even adults.

2. Prevention and Education

We take a proactive approach to preventing child-on-child abuse through:

- A robust RSHE and PSHE curriculum that teaches consent, boundaries, respect, and healthy relationships including teaching the PANTS rule
- Online safety education, including risks from mobile networks and AI-generated content
- Assemblies, workshops, and pupil-led initiatives
- Staff training on recognising and responding to HSB and child-on-child abuse
- Clear behaviour policies and safeguarding procedures

We promote a culture where pupils feel safe to report concerns and understand that abuse is never acceptable.

3. Reporting and Responding to Incidents

All staff must report concerns about child-on-child abuse to the DSL immediately. The DSL will:

- Assess the nature and severity of the incident
- Consider the wishes and needs of the victim
- Take appropriate safeguarding action, including referral to MASH or the police if necessary
- Inform and involve parents/carers unless doing so would increase risk
- Record all actions, decisions, and outcomes in the safeguarding system

Victims are supported to feel safe, heard, and respected. Perpetrators are also supported, with consideration given to underlying needs or trauma.

4. Supporting Pupils

Support for victims may include:

- Pastoral care and safe spaces
- Access to counselling or therapeutic services
- Regular check-ins and trusted adult relationships
- Safety planning and adjustments to routines

Support for perpetrators may include:

- Behaviour interventions and restorative approaches
- Referral to external services (e.g. CAMHS, youth offending)
- Education around consent, boundaries, and respectful behaviour

We recognise that both victims and perpetrators may require safeguarding support and that early intervention is key to preventing escalation.

5. Multi-Agency Working and Resources

We work closely with safeguarding partners to address child-on-child abuse, including:

- Nottinghamshire MASH
- Police and youth justice services
- NSPCC and Stop It Now
- Lucy Faithfull Foundation
- Nottinghamshire Local Authority and other relevant safeguarding partners

We use tools such as the **HSB Toolkit**, **Neglect Toolkit**, and **Contextual Safeguarding Self-Assessment** to inform our practice.

Section N - Allegation Against Staff

At **William Lilley Infant and Nursery School**, we take all allegations and concerns about staff conduct seriously. We are committed to maintaining a safeguarding culture where concerns are identified early, reported appropriately, and managed in line with statutory guidance and local procedures.

This section applies to all staff, including supply staff, volunteers, contractors, and visitors working with children.

1. Managing Allegations

We follow the procedures outlined in **Part Four of Keeping Children Safe in Education (KCSIE) 2025** and the **Nottinghamshire Safeguarding Children Partnership (NSCP)** protocols.

An allegation may relate to a person who works with children and has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates they may pose a risk of harm
- Behaved in a way that indicates they may not be suitable to work with children

All allegations must be reported immediately to the **Headteacher**.

If the **allegation concerns the Headteacher**, it must be reported to the **Chair of Governors** who will act as the **Case Manager**. The chair must ensure the **Local Authority Designated Officer (LADO)** is informed within **one working day** and follow all statutory procedures to safeguard pupils and ensure a fair, impartial investigation.

2. Role of the Case Manager and LADO

The **Case Manager** (usually the Headteacher or Chair of Governors) is responsible for:

- Liaising with the LADO
- Ensuring the allegation is investigated promptly and fairly
- Coordinating with police and children's social care where necessary
- Ensuring the safety and welfare of the child
- Supporting the member of staff subject to the allegation

The **LADO** provides oversight, advice, and guidance throughout the process and ensures consistency and timeliness.

3. Low-Level Concerns

A **low-level concern** is any concern that does not meet the harm threshold but may indicate that an adult is acting in a way that is inconsistent with the setting's Code of Conduct.

Examples include:

- Being overly familiar with pupils
- Using inappropriate language
- Failing to maintain professional boundaries

All low-level concerns must be reported to the Headteacher and recorded securely. Patterns of behaviour are monitored, and concerns are escalated if necessary. We promote a culture where staff feel confident

to report concerns without fear of reprisal. We have a more detailed low level concerns policy which indicates what low level concerns are and how they are managed.

4. Whistleblowing

We encourage staff to raise concerns about poor or unsafe practice through our **Whistleblowing Policy**. This includes concerns about:

- Safeguarding failures
- Unsafe behaviour by colleagues
- Inadequate safeguarding procedures

Staff can report concerns internally or contact the **NSPCC Whistleblowing Helpline**:

Tel: 0800 028 0285 or email: help@nspcc.org.uk

Whistleblowers are protected under the Public Interest Disclosure Act and will not suffer detriment for raising genuine concerns.

5. Safeguarding Culture

We are committed to fostering a safeguarding culture that includes:

- Clear expectations for staff behaviour (Code of Conduct)
- Regular safeguarding training and updates
- Open dialogue and reflective practice
- Support for staff involved in safeguarding processes
- Transparent and fair management of allegations

Safeguarding is everyone's responsibility, and we expect all staff to uphold the highest standards of professional conduct.

Section O – Professional Development and Training

At **William Lilley Infant and Nursery School**, we recognise that safeguarding is most effective when all staff are confident, knowledgeable, and up to date with current guidance and best practice. We are committed to ensuring that all staff, governors, and volunteers receive appropriate safeguarding training and ongoing professional development.

1. Induction Training

All new staff, supply staff, volunteers, and governors receive safeguarding induction before commencing work. This includes:

- The setting's **Child Protection Policy**
- The **Staff Behaviour Policy / Code of Conduct**
- The **Relational (Behaviour) Policy**
- Identification of the **Designated Safeguarding Lead (DSL)** and deputies
- Procedures for reporting concerns and disclosures
- Confirmation of having read **Part 1 (or Annex A) of Keeping Children Safe in Education (KCSIE) 2025**

Induction is tailored to the individual's role and responsibilities.

2. Ongoing Safeguarding Training

All staff receive safeguarding and child protection training that is:

- **Refreshed at least annually**
- **Updated in response to emerging risks**, changes in legislation, or local procedures
- Delivered through a combination of **whole setting INSET, online modules, staff briefings, and external courses**
- **Staff also receive an annual safeguarding refresher information, regular email briefings and questionnaire**
- **Provided every three years by the Local Authority.**

Training includes topics such as:

- Online safety and filtering/monitoring standards
- Child-on-child abuse and harmful sexual behaviour
- Domestic abuse and Operation Encompass
- Exploitation (CSE, CCE, county lines)
- Mental health and trauma-informed practice
- Prevent and radicalisation
- FGM and honour-based abuse
- Whistleblowing and low-level concerns

3. DSL and Governor Training

The **Designated Safeguarding Lead (DSL)** and deputies:

- Complete enhanced safeguarding training **every two years**
- Attend **termly DSL network meetings and local safeguarding briefings**
- Receive training on **data protection, online safety, and multi-agency working**
- Are supported to maintain oversight of safeguarding trends and case management

Governors:

- Receive safeguarding training at induction
- Are updated annually on safeguarding responsibilities and strategic oversight
- Read the whole of KCSiE annually
- ~~The Safeguarding Link Governor~~ All Governors attend additional training at least every three years

4. Training Register and Evaluation

We maintain a **training register** that records:

- Dates and types of training completed
- Staff attendance and completion status
- Evaluation of training impact and feedback

This register informs the **annual safeguarding report to governors** and helps identify gaps or future training needs.

5. Culture of Learning and Reflection

We promote a safeguarding culture that encourages:

- Continuous professional development
- Reflective practice and peer learning
- Openness to new guidance and local learning reviews
- Engagement with safeguarding partners and external expertise

Staff are encouraged to contribute to the development of safeguarding practice and share insights from training.

Section P - Identification for Visitors

At **William Lilley Infant and Nursery School**, we are committed to ensuring that all visitors to our site are appropriately identified, vetted, and supervised in line with safeguarding expectations. We recognise that visiting professionals, contractors, and volunteers may have access to children and must therefore meet the same safeguarding standards as **school** staff.

1. Expectations for Visitors

All visitors must:

- Report to the main reception on arrival
- Present **official photographic ID** and, where applicable, evidence of **DBS clearance**
- Sign in using the setting's visitor management system
- Wear a **setting-issued visitor badge** at all times while on site
- Be accompanied or supervised unless prior safeguarding clearance has been confirmed

Visitors without appropriate ID or clearance may be refused entry or restricted to non-child-facing areas.

2. DBS Verification and Nottinghamshire DBS Letter Process

Where visitors are from external organisations (e.g. NHS, social care, educational services), we follow the **Nottinghamshire DBS Letter Process**, which provides written confirmation from the employing organisation that:

- The visitor has undergone appropriate **DBS checks**
- Safeguarding procedures have been followed
- The visitor is suitable to work with children

This letter is updated annually and retained by the **school** for reference. Visitors from Nottinghamshire County Council or other approved agencies are expected to carry their organisation ID and be listed on the DBS verification letter.

3. Visiting Professionals and Contractors

Professionals working directly with pupils (e.g. therapists, social workers, peripatetic teachers) must:

- Be expected and pre-booked by the setting
- Have safeguarding clearance confirmed prior to arrival
- Be briefed on the **school's** safeguarding procedures, including how to report concerns

Contractors working during **school** hours must:

- Be risk-assessed for safeguarding impact
- Be supervised if not DBS-cleared
- Avoid unsupervised contact with pupils

4. Volunteers and Regular Visitors

Volunteers who work regularly with children are subject to:

- **Enhanced DBS checks**
- Safeguarding induction and training
- Ongoing supervision and review

Occasional volunteers may be supervised and risk-assessed depending on the nature of their role.

5. Safeguarding Responsibilities

All visitors are expected to:

- Follow the **school's** safeguarding procedures
- Report any concerns immediately to the **Designated Safeguarding Lead (DSL)**
- Maintain professional boundaries and confidentiality

Safeguarding information is displayed prominently in reception and staff areas, including contact details for the DSL and deputies.

Section Q – Appendices

The following appendices are a part of this policy:

Appendix 1	Local Authority Flow Chart ‘What to do if you are worried a child is being abused, at risk of harm or neglect’.
Appendix 2	Template Body Map and Guidance and Existing Injuries Form – Tool to support reflection
Appendix 3	Central register of children with additional files
Appendix 4	Staff protocol – recording an incident on CPOMS
Appendix 5	Data Destruction Policy in relation to Child Protection records
Appendix 6 and 6a	Template Logging a concern about a child’s safety and welfare – paper if required
Appendix 7	Template Logging concerns/information shared by others external to the school – paper if required
Appendix 8	Policy Child Sexual Exploitation
Appendix 9	Policy Youth Produced Sexual Imagery (sexting)
Appendix 10	Policy Online Safety guidance
Appendix 11	Policy Prevent Duty and Radicalisation (and Extremism)
Appendix 12	Policy Female Genital Mutilation including Honour Based Abuse
Appendix 13	Policy Children Absent From School (Missing from Education)
Appendix 14	Statement Photographing and Videoing of Children in School
Appendix 15	Guidance Private Fostering Guidance for Schools
Appendix 16	NCC and NSCP Child Protection and Confidential File Transfer Flow Chart
Appendix 17	Safeguarding timetable – training and monitoring

Concerned for a child's welfare in and outside of school?

Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to presentation

A child makes a disclosure

- **Listen calmly and attentively**, allow them to speak freely and reassure them that they have made the right choice
- **Use open-ended questions** ("Can you tell me what happened?") and **avoid leading or investigative questions**
- **Reassure them** that they are being taken seriously and will be supported
- **Do not promise confidentiality** — explain that you must share the information to keep them safe
- **Avoid physical comfort gestures** unless **clearly** appropriate.
- **Do not ask the child to write a statement or sign your notes**
- **Record the child's exact words** and any wishes or feelings expressed on paper
- **Report verbally to the DSL** or SLT in DSL's absence and **write up the conversation as soon as possible**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL

DO NOT DELAY. Take any immediate actions necessary if a child is in immediate danger and call the police on 101

Discussing concerns with DSL

- DSL to consider further actions and make necessary decisions
- If unsure call **MASH Consultation Line** for advice: **0115 977 427** (details not to be shared, this is an advice line)
- Concerns, discussion, decisions and reasons for decision should be recorded in writing
- "Confidential concerns" or "Child protection file" should be opened and filed in line with school procedures
- At all stages, the child's circumstance should be kept under review. Re-refer to relevant referral point if circumstances do not improve.

Still concerned in school time?

- Make MASH referral:
0300 500 80 90
- If safe, call Early Help:
0115 804 1248
- Have all child/families personal details to hand

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

Escalate any emerging threats/concerns by adopting NSCP procedures

Out of hours concern?

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

Allegations/Concerns regarding adults? (paid or volunteer)

- Call LADO: **0115 804 1272**
- Call NSPCC Whistle Blowing: **0800 028 0285**

Safeguarding concern resolved/no longer held

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

Consult with child and family if necessary

- Agree support and refer to guidance "Pathway to Provision"

Appendix 2

Guidance for Using Body Maps to Record Observations of Physical Injury

Where appropriate, **medical assistance should be sought without delay.**

Body maps are a tool to help staff accurately document and illustrate visible signs of harm or physical injury. They should be used in conjunction with the school's safeguarding recording procedures.

- Always use a **black ink pen** (not pencil), and **do not use correction fluid or erasers.**
- **Do not remove clothing** to examine injuries unless the area is already exposed due to treatment or the child's clothing naturally allows visibility.
- **Staff must not take photographs** of any injuries or marks on a child's body under any circumstances. Doing so may result in the staff member being subject to **managing allegations procedures.** Use the body map provided to record observations in line with this guidance.
- **All concerns must be reported and recorded immediately** to the appropriate safeguarding services, such as the **Multi-Agency Safeguarding Hub (MASH)** or the child's allocated **social worker** if the case is already open to children's social care.

When recording an injury, aim to include the following details for each mark observed (e.g. bruises, cuts, swelling, burns, scalds, lacerations):

- **Exact location** on the body (e.g. upper outer arm, left cheek)
- **Size** of the injury (in centimetres or inches)
- **Shape** of the injury (e.g. round, linear, irregular)
- **Colour** of the injury (note if multiple colours are present)
- Whether the **skin is broken**
- Presence of **swelling**, either at the site or elsewhere
- Any **scabbing, blistering, or bleeding**
- Whether the injury appears **clean or contaminated** (e.g. grit, fluff)
- Any **restriction in mobility** due to the injury
- Whether the site feels **warm to the touch**
- Whether the child appears **feverish or in pain**
- Any changes in the child's **posture or body movement**

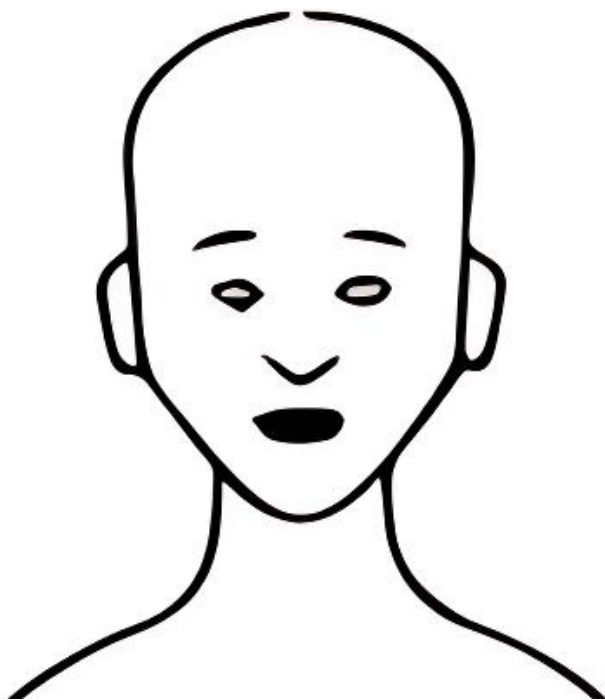
Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

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

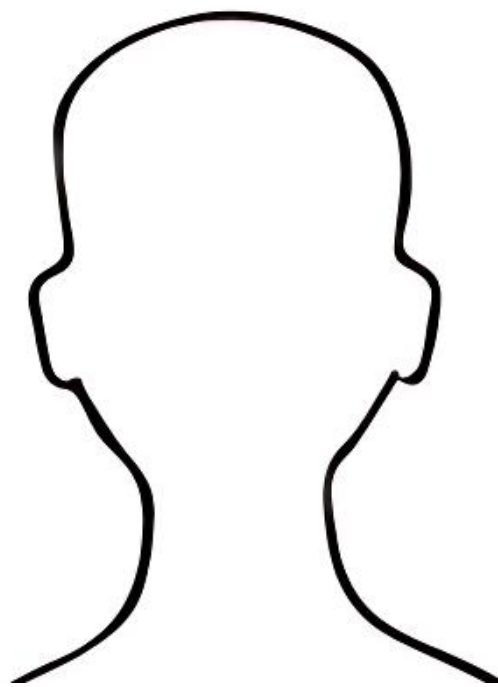
If **First Aid** is administered, this should be recorded appropriately.

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

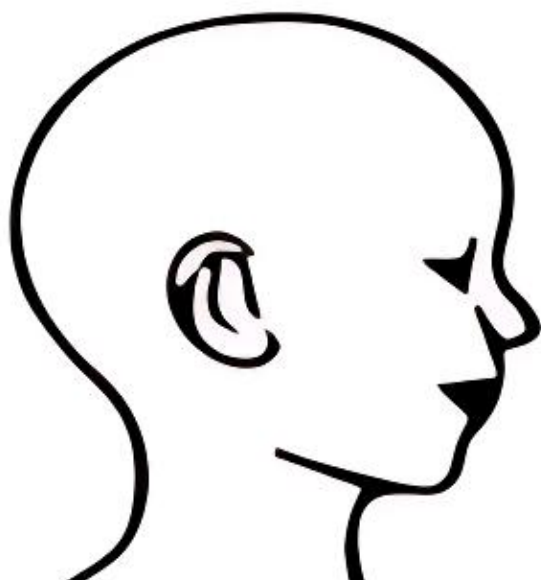
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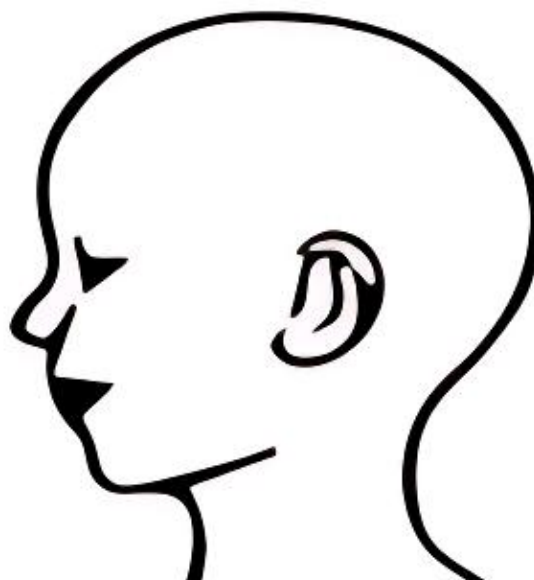
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RIGHT

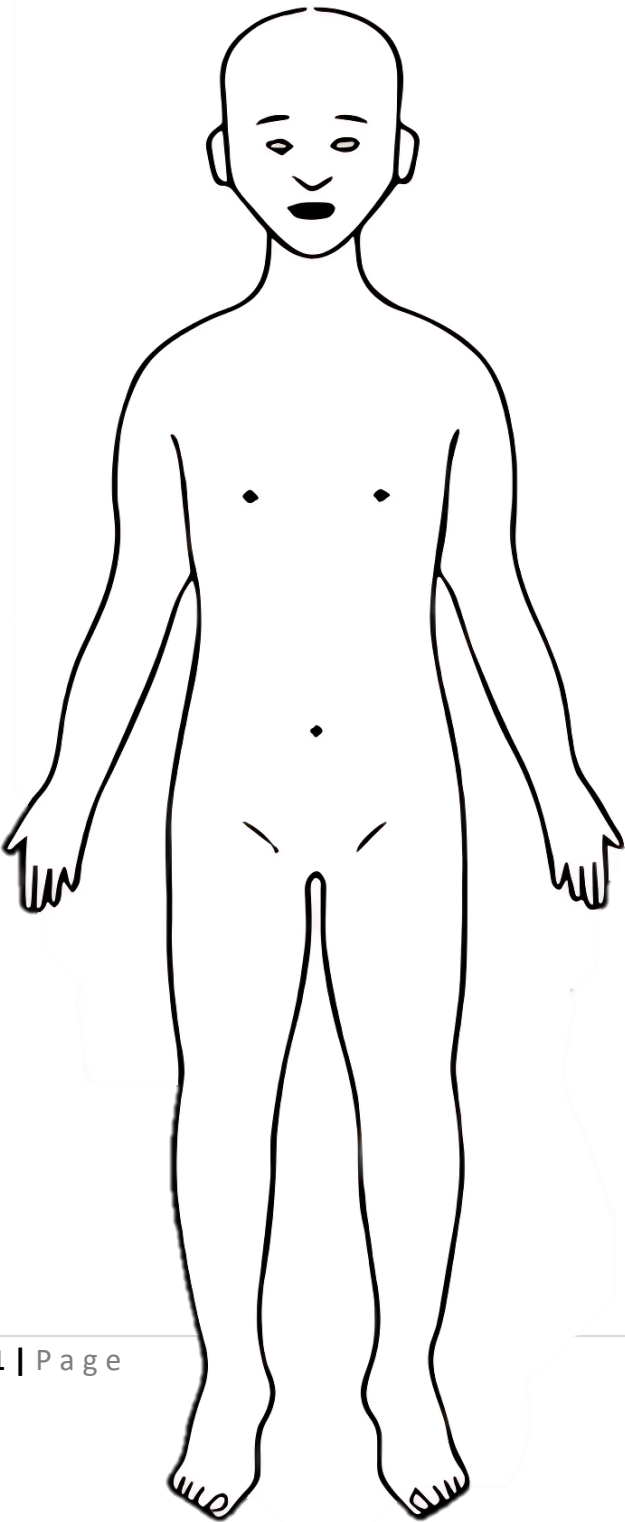


LEFT

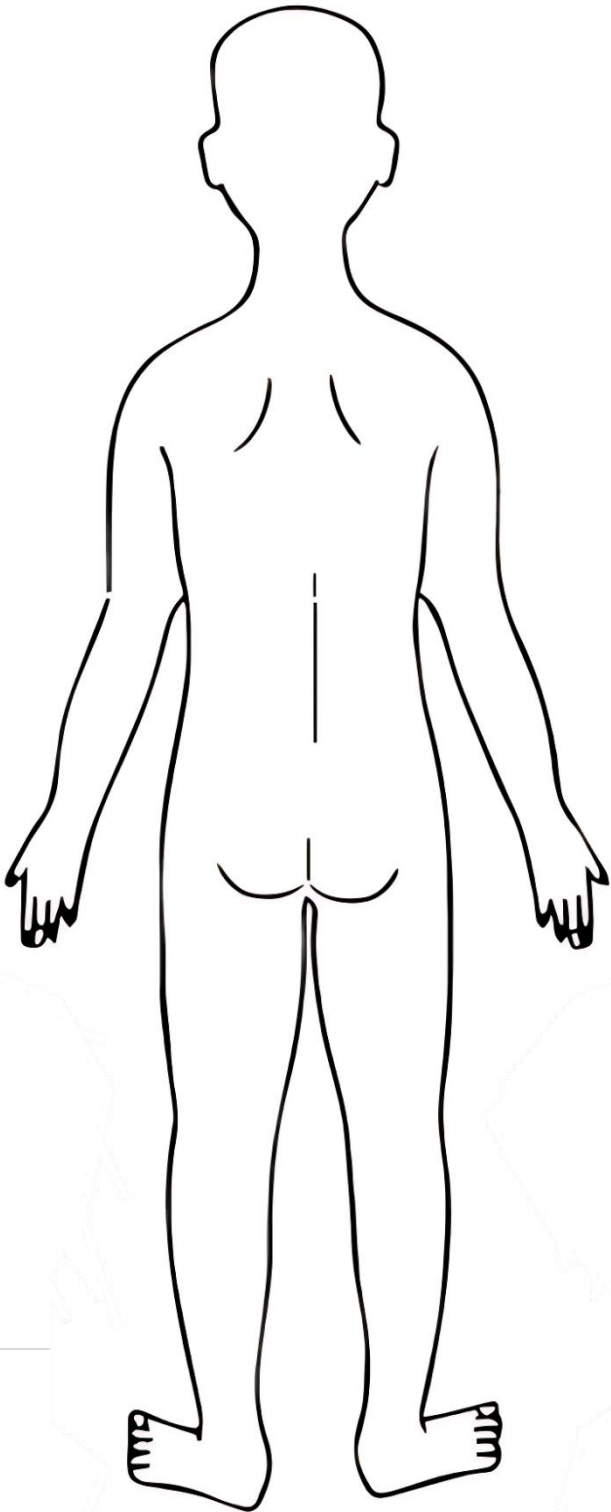


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

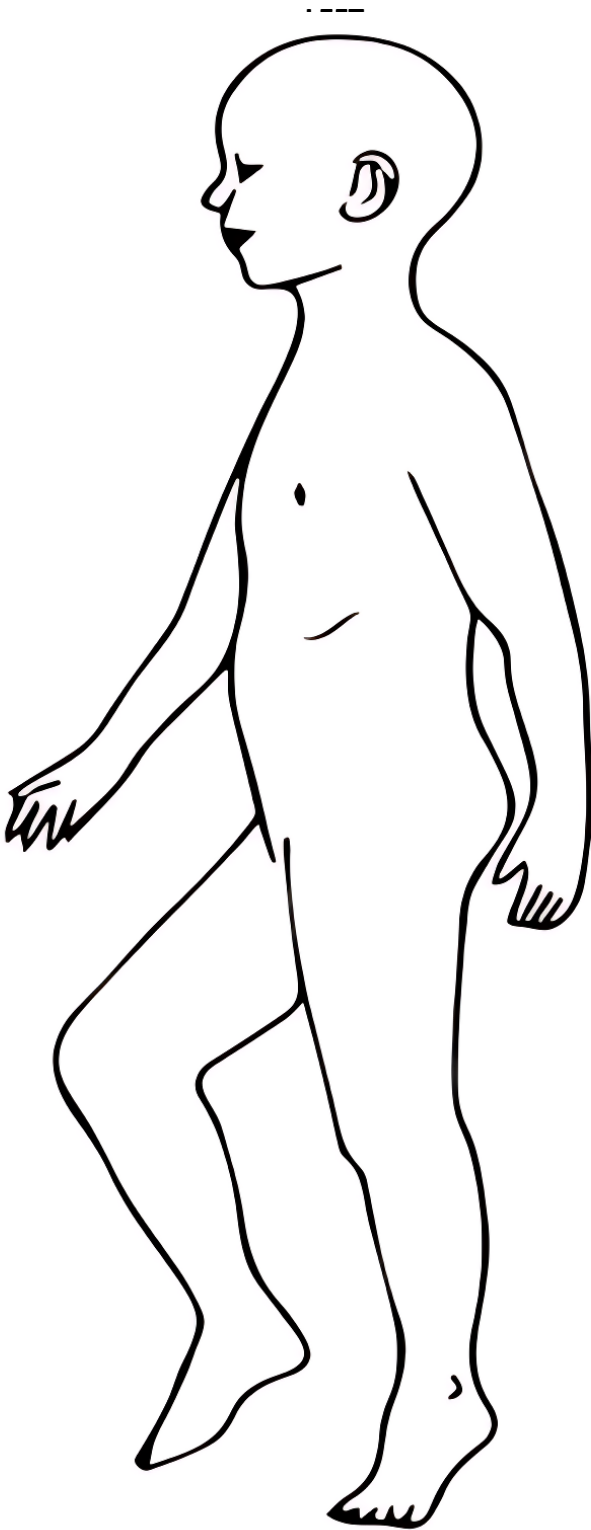
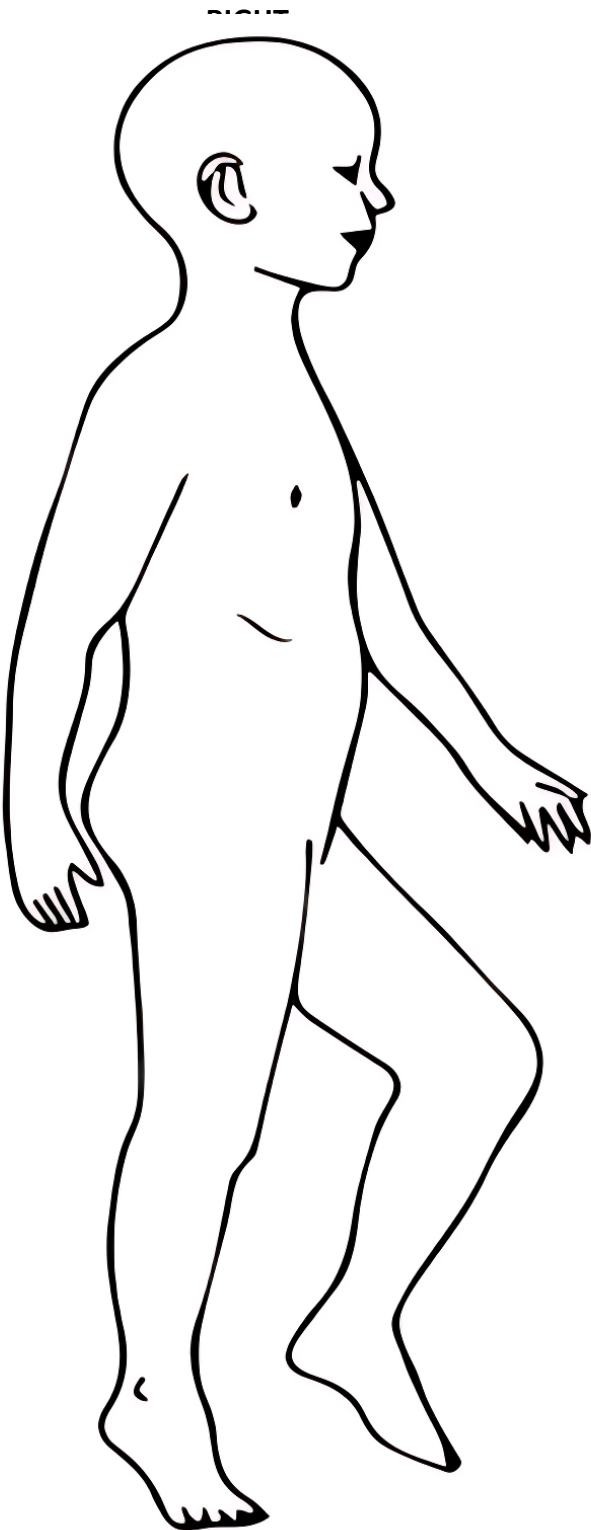
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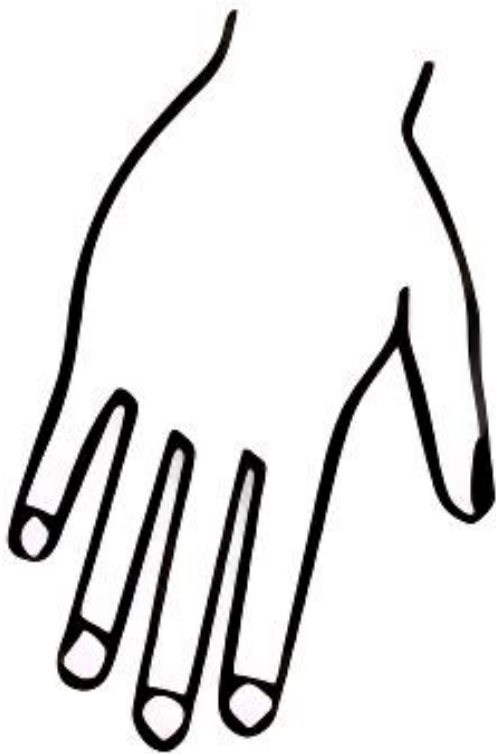


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

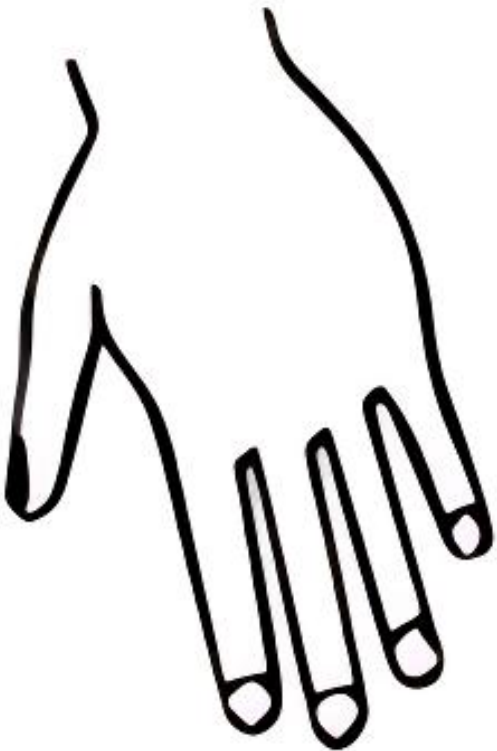


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

RIGHT



LEFT



BACK OF
HANDS

RIGHT

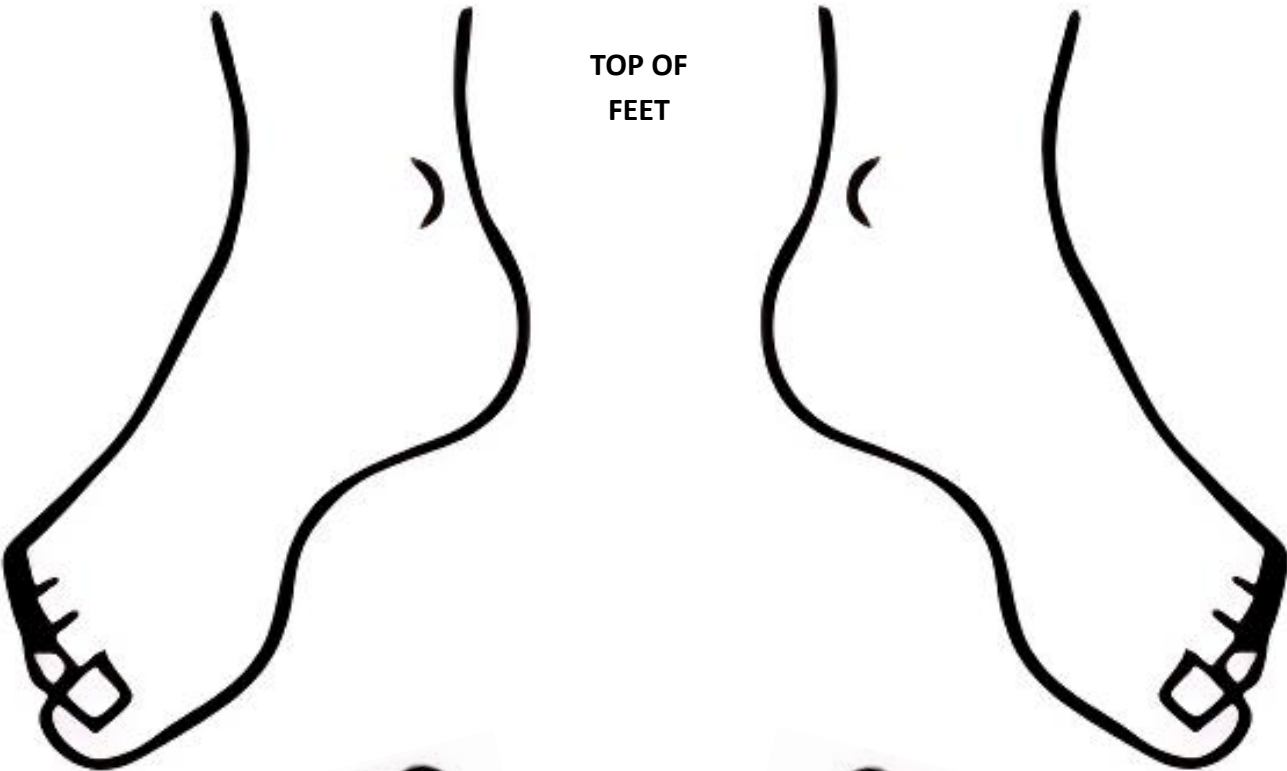


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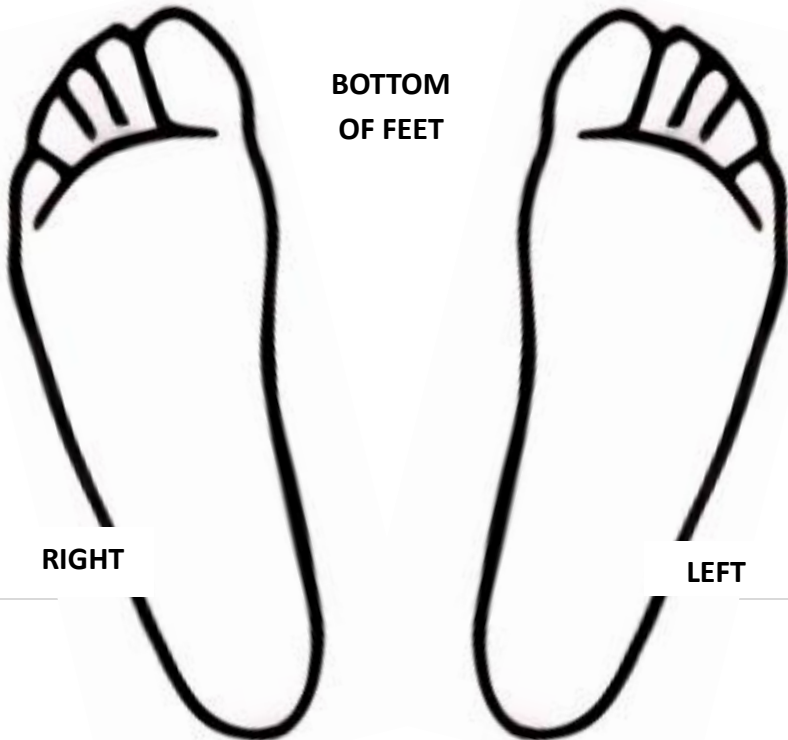


PALMS

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



TOP OF
FEET



BOTTOM
OF FEET

RIGHT

LEFT



Early Years Existing Injuries Pack

In Nottinghamshire and Nottingham City, we want all children to be safe and protected to the highest standards possible. The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns.

Each setting as part of their safeguarding policy should have a clear procedure detailing what happens when a child has an existing injury. This pack will support settings to review their practice, policy and procedure in this area to ensure that it is as robust as possible.

Contents included within this pack:

- Flow Chart- What to do when a child has an existing injury
- A checklist to review existing injuries forms / documents
- Body maps
- Existing injuries reflection tool
- Further information and useful links

Introduction

Purpose of this pack

All early years providers are required to safeguard children and be able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This pack provides early years settings with a suite of resources and tools to support you to consider the types of existing injuries that may be a cause for concern, the way in which injuries are recorded, the information you should be recording and when, and how you can reflect further when recording existing injuries.

Who is this pack for?

This pack can be used by all early years practitioners that come into contact with children in their everyday roles. This includes practitioners, apprentice staff and childminder assistants, designated safeguarding leads (DSL) including childminders who are the DSL, deputy designated safeguarding leads, and managers.

We would advise that the existing injuries flow chart within this pack is made available to all early years practitioners, used as part of your staff induction and where possible displayed clearly for practitioners to see when completing existing injuries recording documents.

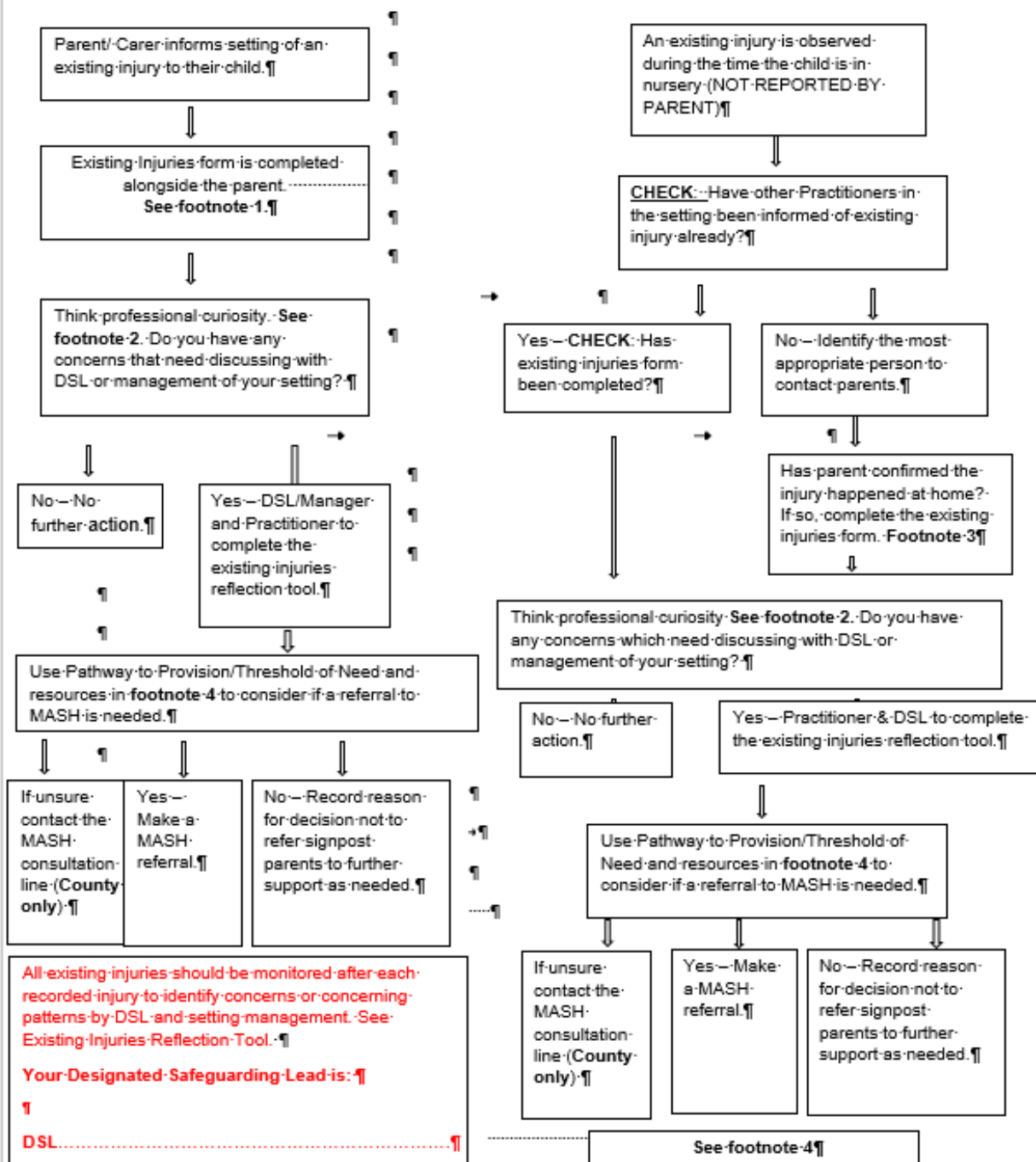
General Advice

Existing injuries should be recorded in a timely manner and can help to provide an overview, you might see an emerging pattern or an accumulation of concern that reaches a threshold, at which point you decide that you need to liaise with another professional or make a referral.

It is good practice to support practitioners with their knowledge and understanding and encourage them to use professional curiosity as to whether they need to record an accident, incident or something that was said. Practitioners should consider how the information they are recording could be used in the future. For example, the recording may be needed in a child protection investigation; as evidence in care proceedings; as evidence for the police in a criminal prosecution, a multi-agency review; or during a Coroner's inquest. The more detail the better, this pack will support practitioners with the detail that may be required when describing injuries. Safeguarding is everyone's responsibility: for services to be effective, each individual and organisation should play their full part. In addition, good recording practice including a full detailed chronology safeguards the child and can provide protection for you and your practitioners in yours/their professional role.

Consider how you ensure that early years practitioners within your settings recognise abuse and neglect in children and how this knowledge is refreshed. On the final page of this pack, you will find useful links and websites that practitioners can access to ensure that their knowledge and safeguarding practices are up to date. These should be accessed regularly to check for any updates and then shared accordingly.

Existing Injuries Flowchart



Supporting Notes for Existing Injuries Flowchart

In order to capture the details of the incident, all recordings should be completed as soon as possible with the date and time noted.

Footnote 1

Consider what you will do if the parent or carer reporting the injury wasn't there at the time the injury was sustained and the child was in the care of another adult.

Footnote 2

Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value. It is the need for practitioners to practice 'respectful uncertainty'. It is a combination of looking, listening, asking direct questions, checking out and reflection on information received.

Footnote 3

Consider what you will do if the parent/carers states the injury to the best of their knowledge didn't happen at home. Consult with the DSL and management of your setting regarding any actions e.g. contact the MASH consultation line (County) or refer to MASH, that need to be taken.

Footnote 4

https://nottinghamshirescb.proceduresonline.com/p_bruising_babies.html NSCP and NCSCP guidance, assists practitioners to understand the importance of bruising in babies and young children

<https://learning.nspcc.org.uk/research-resources/pre-2013/bruises-children-core-info-leaflet> (website) – How to identify bruises that may be a result of child abuse. [Download PDF](#)

It is important to maintain records in chronological order, to ensure an overview of existing and escalating concerns, and ensure a timeline of all injuries and incidents is maintained and used to support referral and manage evidence.

MASH Consultation Line Tel: 0115 977 4247 (County)

Nottinghamshire Multi Agency Safeguarding Hub [Report a new concern about a child](#)

Existing Injuries Form Checklist

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Please use the checklist below to ensure that your existing injuries form contains all the information needed to safeguard children.

- Name of child
- Date and time of notification of injury
- Date injury occurred
- Name of person reporting the injury and their relationship to child
- Name of staff member being informed.
- How did the injury happen? Who was present at the time of the injury? The description of the person reporting the injury should be recorded as well as the voice of the child if applicable.
- Are there any visible marks, bruises, or injuries (describe size, shape, colour and location (Record on a body map and attach to the form)
- Was first aid treatment given?
- Was medical advice sought? (Include GP surgery or hospital details)
- Signatures gained from parents/carers reporting the injury
- Signature of practitioner completing the form and management team (should include DSL where appropriate) this should include date and time
- Reminder to consider if the existing injuries reflection tool is needed.
- Consider how to record injuries that aren't reported on arrival but seen by a practitioner during the day. Include time injury was observed, details of injury and whether parents were contacted.

Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury (ies)?	Date(s) and injury(ies)
Is this part of a pattern? Document previous incidents/injuries of concern. Having reviewed your chronology – Are you worried?	Yes / No Comments:

Central register of children with additional files

LAC/Post LAC
CiN of care (4c) protection (4b) or specialist support (4a)
Undergoing Assessment by Social Care
MASH referra;
Targeted Early Help (3), Early Help (2) Referral EXTERNAL
Targeted Early Help (3), Early Help (2) Logged - INTERANL COORDINATION
Elevated cause for concern (Parental Support , child contact and behaviour)
Initial concerns
Attendance
Young Carer?
RAG



In 2020, William Lilley adopted CPOMS (Child Protection Online Management System). This system manages any concerns and records surrounding Safeguarding, Behaviour and Attendance, amongst others. The information contained within CPOMS includes 'Special Category Data' as identified by the Information Commissioners Office. This information is highly confidential and highly sensitive, therefore special attention should be paid to the use of the system as identified within this CPOMS conduct and protocol policy.

Staff are requested to sign, copy and return this policy.

When using CPOMS I will:

- Not access the system until I have had relevant training
- Discuss any concerns with one of the DSLs in the first instance
- Remain confidential by accessing the system in privacy
- Adhere to the most recent School child protection and safeguarding policies alongside staff codes of conduct when using the system
- Continue to adhere to GDPR protocols, by reporting if I receive or view information which is not relevant for my role
- If there is urgency within the concern, the first response should be immediate verbal communication with a DSL
- Only use my own log-in details
- Understand that CPOMS should not replace continued verbal communication with the DSLs
- Add, amend or record concerns and actions relating to Safeguarding, Behaviour and Attendance in a timely manner
- Only use teacher registered encrypted laptops when reading attachments to incidents. This is vital because they will be downloaded and stored on the device used. Curriculum laptops or personal devices e.g., mobile telephones, tablets must not be used. It is good practice to delete the download upon reading it.
- Never forward information
- Not leave the system unattended
- Log out after usage

Signed

Dated.....

Appendix 5

Data Destruction Policy in relation to Child Protection records.

Paper records

The Information Records and Management Society says “Primary Schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of, and responsibility for the records passes to the school the pupil transfers to”. The Nottinghamshire Safeguarding Children in Education Self-Audit Tool 20-21 states “Schools should not keep a copy of any child protection or safeguarding records unless there is any ongoing legal action or where DSL’s or staff are involved in ongoing case work or providing evidence. All information must be transferred at the same time a child leaves or transfers to another School. If the School does decide to keep a copy of the CP file or information, it must be clearly marked as a duplicate file, with a case record clarifying the reason for duplication and maintenance and be in accordance with the school’s retention policy and GDPR guidance”. If a child protection plan is in place this can be counted as ‘ongoing legal action’ and in which case we will keep copies of those files from the child’s DOB + 25years.

Electronic records

CPOMS information will be retained for DOB+twenty-five years for the following identified reasons:

- The pupil is open to child protection or child-in-need (as above),
- The pupil has moved to Elective Home Education,
- The pupil moves to a setting which do not use CPOMs and paper copies are transferred,
- The pupil has no concerns logged and comments may be required regarding this should future concerns arise,
- The pupil has concerns logged and comments may be required regarding this should further concerns arise.



William Lilley Infant & Nursery School

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Class:
Sibling?	Class/other setting attended if applicable:	
Date of incident:	Time of incident:	
Date of writing:	Time of writing:	
Name:.....(print) (signature)		
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Please continue on accompanying sheet(s) if required and indicate here how many total sheets make up this log.		
Professional opinion where relevant (how and why might this have happened).		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Person for Child Protection.

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (e.g., pupil file, serious incident book)?	
Should a concern/ confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Logging a concern about a child's safety and welfare

Pupil's Name:	Date of Birth:	Class:
Sibling?	Class/other setting attended if applicable:	
Date of incident:	Time of incident:	
Date of writing:	Time of writing:	
Factual record continued:		
Additional sheet ____ of ____		



Logging concerns/information shared by others external to the school

(Pass to the Designated Safeguarding Lead)

Pupil's Name:		Date of Birth:	Class:
Sibling?		Class/other setting attended if applicable:	
Date of incident:		Date of receipt of information:	
		Via letter / telephone etc.?	
Time of incident		Time of receipt of information:	
Recipient (and role) of information:			
Name of caller/provider of information:			
Organisation/agency/role:			
Contact details (telephone number/address/e-mail)			
Relationship to the child/family:			
Information received:			
Actions/Recommendations for the School:			
Outcome:			
Name:			
Signature:			
Date and time completed:			
Counter Signed by the Designated Safeguarding Lead			
Name:			

Date and time:	
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Appendix 8

Child Sexual Exploitation (CSE) Policy

The school adheres to the NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high-profile issue both nationally and locally.

Please Note: In February 2017, the DfE revised the definition of CSE: -

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- In exchange for something the victim needs or wants, and/or
- For financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

The school recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists, it can also cause harm to communities including our School.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

As a School we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age-appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of PSHE and RSHE.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Further information is available from the Department for Education:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Appendix 9

Youth Produced Sexual Imagery (Sexting)

Introduction

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what 'sexting' is and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at [UKCCIS 2016 Guidance](#). This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and Schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The school may become aware of the issue in a variety of ways i.e., from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Senior Designated Safeguarding Lead(DSL) as soon as possible.
- An initial meeting with the appropriate School staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of [UKCCIS Sexting in Schools Guidance 2016](#)
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g., suicidal or self-harming

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head Teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

- If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.
- In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?

- Do the young people involved have additional vulnerabilities?
 - Does the young person understand consent?
 - Has the young person taken part in this kind of activity before?
- Professional judgement should always be applied.

Staff should not generally view the images unless there is a clear reason for doing so and the decision recorded, reporting of the content is usually sufficient.

We will NOT copy, print or share the image as this is illegal

If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Educating Young People

As a School we need to teach children in an age-appropriate way about youth produced imagery 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 whole School approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE and RSHE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

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

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 <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>

- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting 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 sexting 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 sexting.
- Internet Matters
- London Grid for Learning
- Parentzone
- UK Safer Internet Centre

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

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.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH): <http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the [UKCCIS Sexting in Schools Guidance 2016](#)

* Additional Advice and Support avenues are detailed in KCSiE Annex B

Appendix 10

Online Safety – To be read in conjunction with Internet safety and acceptable use Policy (including cyber-bullying and online safety and KCSiE 2025); both documents are reviewed annually. Please Note: further guidance is available on the ESHAWH section of the School Portal, UK Safer Internet Centre and their associated toolkit and in the DfE document Meeting Digital and Technology Standards in Schools and Colleges (2023).

Our School ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation, radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones and devices, games consoles, cameras and webcams.

Technology often provides a platform to facilitate harm. However, it is important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our School will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our School. The policy also forms part of our school's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires our School to ensure that children are safe from terrorist and extremist material on the internet.

Our School will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the School's IT systems and technology that can be used online.

Our School recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Our Governing Body will make sure the Snr DSL has responsibility for understanding the filtering and monitoring systems and processes as part of their role. They will also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their training. We outsource technical services and support for them to Hancox IT who ensures that all filters and monitoring on school devices and networks are appropriate. Due regard is given to cyber security and the ease of access to mobile phone networks.

* Monitoring can be in terms of physical monitoring, software and individual device monitoring.

Appendix 11

Prevent Duty and Radicalisation (and Extremism)

There are now duties imposed on Schools and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies. Further advice in relation to this is within KCSiE and also the DfE non-statutory guidance for Schools and early years' providers in relation to:

- Risk assessment
- Working in partnership
- Staff training
- Its policies
- Building children's resilience to radicalisation

KCSiE 25 informs - Preventing radicalisation remains under review following the publication of the new definition of 'extremism' on the 14th of March 24. Channel remains as a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being 'susceptible' rather than 'vulnerable' to be drawn into terrorism. We have PREVENT Risk Assessments in place that are reviewed regularly and linked with the filtering and monitoring of ICT systems and devices. Cyber Security Standards are linked to online safety and the Prevent Duty in place and regularly reviewed.

We are proactive in our approach and have ensured the DSL, and all staff, have accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We have decided as a school to ensure that training is biannually. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the ESHAW Team, resources available to schools e.g. Educate Against hate and the Government Counter Terrorism Programme ACTEarly. More serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people susceptible to being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

As a School we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through us RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies.

Insert information about Martyn's Law (Terrorism Protection of Premises Act 2025) ???

Appendix 12

Female Genital Mutilation including Honour Based Abuse

Additional guidance is available on the ESHAW Schools portal and includes information for Honour Based Violence (KCSiE) and Forced Marriage (KCSiE).

So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committed to protect the 'honour' of the family or community, and can include forced marriage, breast ironing and female genital mutilation. There is now a specific reference in KCSiE. The preservation of 'honour' often involves a wide network of family and community members and can involve multiple perpetrators. For this reason, particular care needs to be taken when raising concerns about HBV and staff must speak to the DSL who in turn should liaise with social care and, where appropriate, the police, in line with national and local multi-agency procedures. The additional risk factors associated with HBV may put potential victims in significant and immediate danger. It is therefore important to maintain the strictest confidentiality and work closely with statutory partners where there are any concerns that someone may be at risk of, or already be a victim of HBV.

Forced marriage is defined as any marriage where one or both parties do not consent to marry, and do not have the capacity to consent. It is against the law in the UK and is often linked to so called honour-based abuse. As with other HBV concerns, disclosures and concerns around forced marriage must be handled with particular regard to confidentiality and an awareness of the additional associated risk factors for victims and witnesses. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used, This applies to non-binding, unofficial 'marriages' as well as legal marriages.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for Schools is contained within Guidelines for all agencies including Schools within the Nottinghamshire Safeguarding Children Partnership procedures NSCP Procedures FGM which has been informed by the government Multi-Agency Statutory Guidance 2016 and KCSiE.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where

Schools suspect a girl to be at risk, they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities.

The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/RSHE without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Please refer to FGM guidance:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Summary FGM Fact Sheet:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_163_9_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Appendix 13

Children Absent From School (Missing from Education)

For further information please consult with our Attendance Policy and DfE guidance Working Together to Improve School Attendance Guidance

Following government consultation on plans to amend CME regulations, changes were made to improve information sharing between Schools and LAs to help identify children missing education and help protect to children from potential harm.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/55-416/Children Missing Education - statutory guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/55-416/Children_Missing_Education_-_statutory_guidance.pdf)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory School age who are absent from school/missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from School without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions and/or for prolonged periods, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of their going missing in future. A robust response is needed to address persistently absent pupils as they are at risk of abuse and becoming a child missing from education in the future and particularly relevant for children known to social care.

The school recognises that children who run away, go missing and/or are absent from school are potentially vulnerable to abuse, exploitation, offending and placing themselves and possibly others (friends) in situations where they may suffer physical harm, abuse or risk of child sexual exploitation (CSE), Harmful Sexualised Behaviour (HSB), criminal child exploitation (CCE) or at risk of being radicalised or involved in all types of child exploitation.

The school will work actively in partnership with parents/carers and other agencies to understand and improve poor school attendance and address issues of children running away and going missing from home. This will now also include children who are 'deliberately absent from education,' particularly on repeat occasions and/or for those children who have unexplainable and/or persistently absent from education, as defined in KCSiE 2024 paragraph 29. We have an admission register and an attendance register which supports the school in safeguarding children who may be at risk of missing education or are absent from education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of School by their parents and the school has received written notification from the parent they are being educated outside the school system e.g., home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend School and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing education officer (CMO) as they have not been registered at a new School
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory School age, and neither he/she nor their parent has indicated the intention to continue to attend the school after ceasing to be of compulsory School age.

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded

The actions that will be taken by the school are in our Attendance Policy. It details that **every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service.** Where a parent or carer expresses their intention to remove a child from our school/academy/college with a view to educating at home, we will work together with key professionals to coordinate meetings with parents/carers where possible and carry out the required arrangements detailed in the Education (Pupil Registration) Regulations September 2016, before deleting the child from our admission register and before a child is taken off roll. **We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.** Where a pupil who fails to attend our School regularly, or has been absent without the school's permission for a **continuous** period of 10 School days or more we will follow Nottinghamshire County Council's Attendance Flow chart: <https://www.nottinghamshire.gov.uk/nscp/resources/for-Schools>

Absence within the School Day

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk. Due to the age of our children, this will always be the case.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

School staff will always try to locate the child urgently and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within School, the Senior Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case-by-case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g., early help) then they should also be informed.

Where a child is known to regularly go missing, a risk assessment for the child will be undertaken.

For further guidance please see our Attendance and Punctuality Policy, the Child Missing Education protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer. glen.scruby@nottsccl.gov.uk / 0115 8041045

Appendix 14

Photographing and Videoing of Children in School Statement

At William Lilley Infant & Nursery School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy around “(Policy for the Safe Use of Children’s Photographs” a copy of the document is available from the school website and/or the school office.

Taking pictures and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school’s requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 **ICO: taking photographs in Schools**

Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare. This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or School.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a stepparent - are not private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language School or mainstream School in the county and are staying with host families
- Children at boarding Schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum-seeking minors who are living with friends, relatives or strangers
- Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or

agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from School on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What Schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for Safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90

[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]

Emergency Duty out of hours Team 0300 456 4546

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person.

This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required.

Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- Child Trafficking and Private Fostering, ECPAT UK

NCC and NSCP Child Protection and Confidential File Transfer Flow Chart

The transfer of child protection and confidential files is set out within KCSiE 2025.

It makes clear the actions to be taken by the Designated Safeguarding Lead's (DSLs) and the responsibilities

The Role and Responsibilities of the Designated Safeguarding Lead (DSL) when a child transfers between school to college or other education provider.

The Designated Safeguarding Lead (and any deputies) should have a complete safeguarding picture and be able to advise on the response to safeguarding concerns. **The DSL should:**

- be able to respond to all safeguarding and child protection concerns and put in place separate child protection files to keep concerns and referrals for individual children.
- ensure the child protection file is kept up to date, accurate in detail, maintains a chronology of concerns, discussions, and actions, kept confidential and secure and can inform of the child's safeguarding journey and agencies involved.
- understand the importance of information sharing, both within the school/education setting and with safeguarding agencies and partners.
- have agreed process and procedures in place to support all children but particularly those vulnerable to safeguarding and child protection concerns children through transition, transfer, or managed move between primary, secondary education or to college or alternative education.
- the designated safeguarding lead should share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the



Discussions and Actions between the Snr Designated Safeguarding Leads

- At the earliest opportunity the DSL's of the respective schools and college should agree a process for the sharing of information before the child moves and hand over of the child protection file, to coincide with the child going on roll.
- Where children leave the school or college the designated safeguarding lead should ensure their 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
- Share contact details for the social worker/agencies involved, including dates of meetings, review of plans in place which should be attended.
- Where appropriate/helpful hold a strategy discussion/meeting between the DSLs to agree the support that will be transferred or put in place, so the move to the new school/college is supportive and seamless for the child and his/her family from day one. Ensuring the child contributes to decisions made and knows the name of the new DSL and who can provide support.
- Ensure the new school or college knows who in its cohort of children have or have had a social worker; so they can understanding their academic progress and attainment, maintain a culture of high aspirations for this cohort; and recognising when statutory social care or agency support or intervention has ended, there is still a lasting impact on children's educational outcomes.
- Where children transfer schools or leave the school to go to college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college **within 5 days for an in-year transfer or within the first 5 days of the start of a new term.**
- At all stages the child's circumstances and safeguarding journey should be kept under review and re-refer if appropriate, to ensure the child's circumstances improve – **the child's best interests must come first. DO NOT DELAY, take any immediate necessary action to protect the child should the child's circumstances change and ensure the Designated Safeguarding Lead is informed or member of SLT in the new school or college DSL's absence.**
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and DfE Data Protection Guidance for Schools (2024).en

KCSiE 2025 : Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action, see link: **Analysis of serious case reviews (www.gov.uk).**

Appendix 17 Safeguarding timetable – training and monitoring

Daily	• Review CPOMS entries • Access safeguarding@williamlilley.notts.sch.uk and action • Monitor daily attendance of vulnerable students
Weekly	• Monitor weekly attendance – patterns – of vulnerable students • Discuss current s/g contextual issues at staff briefing (local and national) • Share 's/g sense' – weekly updates
Fortnightly	• Review vulnerables register
Monthly	• In-house DSL meeting

Autumn 1	• Share KCSiE updates • s/g refresher – INSET • Take s/g policy to FGB – publish on approval (website, staff noticeboard) • Staff to read all required policies • File transfer – new and leaving students • Review key policies that are impacted by KCSiE update for relevance and compliance • Confirm governor oversight for safeguarding • New staff induction complete • Audit medical logs and care plans • Refresh s/g materials in school (noticeboard, posters) • Plan student s/g assemblies and awareness initiatives requiring external provider input • LA Pre-Ofsted Safer Recruitment check • Working Together to improve attendance audit • Review previous year's action plan • In-house DSL meeting • Snr DSL SCR audit • Changing plan – nappies, intimate care register
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Autumn 2	• New staff induction complete • LA authority audit and form action plan (s/g Governor) • Attend LA DSL network meeting • In-house DSL meeting • Governor SCR check • Snr DSL Intimate Care monitoring • Review Low level concerns
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Spring 1	• New staff induction complete • Participate in Safer Internet Day • In-house DSL meeting
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Spring 2	• New staff induction complete • Attend LA DSL network meeting • In-house DSL meeting
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	• Governor file audit • Snr DSL SCR audit • Snr DSL Intimate Care monitoring • s/g refresher quiz and updated reference sheet • Review Low level concerns
Summer 1	• New staff induction complete • In-house DSL meeting
Summer 2	• Review Whole School Child Protection policy alongside LA template. • Verbal transfer of s/g information for leaving students. • Information gathering – new students. • New staff induction complete • Review Staff Handbook and Supply Staff information • Attend LA DSL network meeting • In-house DSL meeting • Snr DSL SCR audit • Snr DSL Intimate Care monitoring • Review Low level concerns
Every year	• Emergency Plan test (at different points) • Review of safeguarding curriculum effectiveness
Every two years	• DSL refresher training as per date obtained • Managing Allegations training (Head Teacher and Chair of Governors) • Looked After training as per date obtained • Prevent training – whole school • So-called Honour Based Abuse, Forced Marriage and FGM training • Understanding Behaviours (Head Teacher , Deputy/SENDCo & others as required) • Update PREVENT risk assessment • Update compliance documentation for e.g. contractors, lettings
Every three years	• Whole school Local Authority safeguarding training • Safer recruitment training as per date obtained (Governors, Head Teacher and SBM) • Specific s/g areas as per KCSiE • Designated Senior Lead for Mental Health training as per date obtained
Governing Body	• All Governors to undertake training on appointment - 'Safeguarding the governor's role/Essential Safeguarding for Governors and Trustees' • All Governors to read all KCSiE annually • All Governors to receive s/g refresher training every 3 years during their appointment - Option to include attending whole school Local Authority safeguarding training