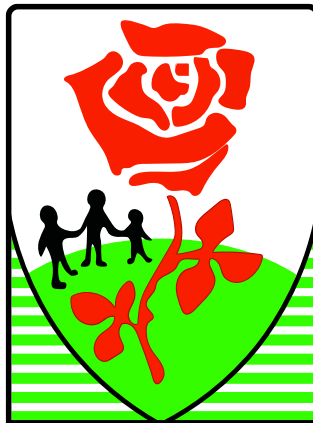


Rosehill School

Safeguarding & Child Protection Policy

“At Rosehill, Safeguarding is Everyone’s Business”



Author	Headteacher/ Lead DSL
Date approved	Approved at full Governing Body meeting 15.10.2025
Date issued	September 2025 in line with most current version of KCSiE
Date of review	September 2026 (This policy will be updated before the review date if required to ensure it is up-to-date with the most current national/ local/ school guidance)

The policy has been created with information adopted from the LA’s model template. It reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children¹ and Keeping Children Safe in Education². All references to statutory documents within this policy relate to the most current updated version of the guidance.

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.



¹ Throughout this Policy, Working Together to Safeguarding Children 2023 will be referred to WTSC 2023.

² Throughout this Policy, Keeping Children Safe in Education 2025 will be referred to as KCSiE 2025.

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Rosehill School Safeguarding Team

If you have concerns about the safety or wellbeing of a child, you will need to report this immediately to a DSL.

If you are a parent or a visitor to the school and are worried about the safety or wellbeing of a child or family, you can ask to speak to the Lead DSL, a Deputy DSL or a member of the Senior Leadership Team

<p>Safeguarding Officer Charlotte Turner Lead DSL Availability: Mon-Fri/ Also via email c.turner@rosehill.nottingham.sch.uk</p>	<p>Headteacher Cheryl Steele Headteacher DSL Availability: Mon-Fri/ Also via email c.steele@rosehill.nottingham.sch.uk</p>	<p>Acting Deputy Headteacher Tamara Riddell Deputy DSL Availability: Mon-Fri/ Also via email t.riddell@rosehill.nottingham.sch.uk</p>	<p>Safeguarding Governor Rebecca Hyder Governor Contact Availability: Via email r.hyder@rosehill.nottingham.sch.uk</p>
			
	<p>Deputy Headteacher Adele Harvey Deputy DSL Availability: Wed/Thurs/Fri/ Also via email a.harvey@rosehill.nottingham.sch.uk</p>	<p>Class Teacher Katie Stevenson Deputy DSL Availability: Mon-Wed/Fri Also via email k.stevenson@rosehill.nottingham.sch.uk</p>	
			



Key Contacts Poster

Who to contact if you; have a concern about a child or young person / require multi-agency input / need further safeguarding advice



Rosehill School - Key Staff / Contact Details	
Name / Role	Contact Details
Charlotte Turner - Designated Safeguarding Lead/ Prevent Duty Lead/ Attendance Champion	c.turner@rosehill.nottingham.sch.uk
Cheryl Steele - Headteacher/ Deputy Designated Safeguarding Lead	c.steele@rosehill.nottingham.sch.uk
Adele Harvey - Deputy Headteacher/ Deputy Designated Safeguarding Lead	A.Harvey@rosehill.nottingham.sch.uk
Tamara Riddell - Deputy Headteacher/ Deputy Designated Safeguarding Lead/ Designated Teacher for Child in Care/ SENDCo	t.riddell@rosehill.nottingham.sch.uk
Caroline Watson - E-Safety Lead	C.Watson@rosehill.nottingham.sch.uk
All of the above can be contacted via the school office on 0115 9155815	

Other Useful Contacts	
Agency / Contact	Contact Details
<ul style="list-style-type: none"> If a child is at immediate risk call the POLICE - 999 To report a crime, call 101 	
Rebecca Hyder, Safeguarding Governor	R.Hyder@rosehill.nottingham.sch.uk
Philippa Clarke, Chair of Governors	P.Clarke@rosehill.nottingham.sch.uk
MASH - Multi Agency Safeguarding (Children) Hub Nottingham City	0115 876 4800 Mon-Fri 08:30-16:50 (Outside of these hours, for emergency safeguarding enquiries only) https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/multi-agency-safeguarding-children-hub-mash/
Adults Social Care - Nottingham City	0115 8763330 Mon-Fri 9.00-17.00 (Outside of these hours emergency contact 0115 8761000) https://www.nottinghamcity.gov.uk/information-for-residents/health-and-social-care/adult-social-care/adult-safeguarding/are-you-worried-about-an-adult/
MASH - Multi Agency Safeguarding (Children and Adults) Hub Nottinghamshire County	0300 500 8090 (for professionals) 08:30-17:00 (Outside of these hours emergency contact 0300 456 4546) https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision/multi-agency-safeguarding-hub-mash
Safeguarding Partnership Nottingham City Caroline Hose, Local Authority Designated Officer (LADO) Nottingham City Council	0115 8764762 safeguarding.partnerships@nottinghamcity.gov.uk https://www.nottinghamcity.gov.uk/lado
Child Line NSPCC Information Service	0800 1111 https://www.childline.org.uk/ 0808 800 5000 https://www.nspcc.org.uk/

Safeguarding & Child Protection Policy

Introduction

[Updated] Child Protection and Safeguarding Statement

Rosehill School is committed to safeguarding and promoting the welfare of children and young people (CYP)³ and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect CYP by reporting anything that might suggest a CYP is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for all CYP who are vulnerable or in need.

Safeguarding and promoting the welfare of CYP is **everyone's** responsibility and is of the highest priority in all aspects of the school's work.

[Updated] Our Commitment/ Approach/ Aims

Our school fully recognises its moral and statutory responsibility and is committed to safeguarding and promoting the welfare of all CYP. The safety and protection of all CYP is of paramount importance and the school expects all staff, volunteers and visitors to share this commitment, and to play a full and active part in providing early help, protecting CYP from harm.

There are three main elements to the Safeguarding and Child Protection Policy:

- Prevention – a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of all CYP is at the forefront of all action taken. A commitment to early help, identification of unmet needs and vulnerabilities, and partnerships with agencies to promote the welfare of CYP and keep CYP safe. Robust procedures to follow to ensure the safe recruitment of staff, governors, and volunteers, and the safe working practices that all staff, governors, and volunteers should undertake when working with CYP.
- Protection - all staff and volunteers are trained to recognise and respond to abuse, neglect and exploitation and are expected to be vigilant and act quickly when they suspect a CYP is suffering, or is likely to suffer, harm. The school consistently raising awareness of legislation, statutory guidance and local procedures, ensuring safeguarding remains at the top of all of our agendas and at the forefront of our practices. We will challenge any unsafe practice.
- Support – working in partnership with our CYP, parents, carers, wider school community and Safeguarding Partners. Recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that CYP, staff, and families are supported appropriately.

Our Commitment

- Everyone who comes into contact with CYP and their families has a role to play in safeguarding CYP. Rosehill staff are particularly important as they are in a position to identify concerns early, provide help, and to prevent concerns from escalating. We will provide training for all staff to recognise the signs of contextual risks, abuse, neglect, exploitation and radicalisation and to follow procedures to ensure that CYP receive effective support and protection.
- Implementing policies and procedures that address the unique safeguarding needs of our school community.
- All CYP, regardless of age, gender, ability, culture, race, language, religion or sexual identity or marriage, will be treated equally and have equal rights to protection.

³ Throughout this policy, children and young people will be referred to as CYP.

- Providing a caring, positive, safe and enabling environment that promotes the social, physical, emotional and moral development of every CYP in ways that will foster security, confidence, independence and enable them with the opportunity to talk openly, and feel confident they are being listened to.
- The school will work collaboratively with our CYP, parents, the wider community, [Nottingham City Safeguarding Children Partnership \(NCSCP\)](#)⁴, social care, police, health services and other services to promote the welfare of CYP and protect them from harm. The school adheres to the principles set out in [NCSCP Threshold of Need](#).

We work closely with our pupils who help inform the curriculum, safeguarding and health and safety plans. Pupil voice is key to establishing the impact of our systems and procedures and the School Council act as a vehicle for discussing safeguarding concerns/issues with a range of CYP. Our pupils have created [Pupil Friendly Safeguarding Policies](#) and displays, which offer immediate information and advice (i.e., signs, symbols).

Whole School Approach/ Aims

Effective safeguarding of CYP can only be achieved by putting CYP at the centre of plans, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable CYP in line with WTSC 2023 and KCSiE 2025.

Rosehill adopts a holistic CYP centred approach to safeguarding and aims to:

- Ensure that all practices contribute towards the safeguarding culture, promoting the welfare of all CYP.
- Ensure that all governors, staff, volunteers, practitioners and visitors understand and discharge their safeguarding responsibilities effectively, being alert to welfare concerns and the signs of abuse, and knowing how to take action at the earliest opportunity, to address them. Referring any concerns to a DSL immediately and working in partnership with other organisations, where appropriate.
- Ensure staff empower CYP to speak out about their concerns and ensure they know how to seek help.
- Promote good levels of communication between all members of staff and those with designated responsibility for safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities.
- Conduct regular risk assessments and safety plans.
- Communicate the safeguarding policies, procedures and safe working practices that all staff, governors, and volunteers should undertake when working with CYP, including the staff code of conduct, how to challenge poor/ unsafe practice, and understanding what to do in the event of any allegations against any adult working in the school.
- Create a culture of safer recruitment by adopting the procedures that help deter and reject people who might pose a risk to CYP. Employees/ volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- CYP and staff involved in safeguarding issues, receive appropriate support.
- Preventative education will be taught as part of a whole school approach that prepares CYP for life in modern Britain and creates a culture of zero tolerance for discrimination, harassment and abuse of any kind. This includes a planned programme of RSHE which is age and stage appropriate and fully accessible to all, teaching CYP how to keep themselves and others safe, including online.
- Building effective partnership between all those involved with providing services for CYP (E.g. Nottingham City Safeguarding Partners/ MASH, other agencies and, where appropriate with other authorities).
- Emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

Our approach to safeguarding extends beyond the school premises and considers the various contexts in which our CYP interact and experience their daily lives. We want to empower all CYP to have a voice, and to help them have access to the right support at the right time, from the right people/ service. We will ensure that the CYP feel supported and are able to report safeguarding concerns to any member of staff. We will not place any value

⁴ Throughout this policy, Nottingham City Safeguarding Childrens Partnership will be referred to as NCSCP.

judgement on their concerns or supersede their views with our own that may prevent us from fully listening to them. We take the health and welfare of our CYP seriously and will act with urgency to prevent harm and keep them safe.

Your Contribution

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 you have any concerns, please report these immediately to a DSL.** If you have any suggestions, please do not hesitate to contact our safeguarding team as outlined above.

[Updated] About our Pupils

Rosehill School is a special school for autistic⁵ CYP (aged 4-19). Autism is a processing difference⁶; the characteristics of autism vary from one person to another, but there are three main areas of difference as listed below. The very large majority of CYP attending Rosehill experience multiple and complex levels of these differences, including co-occurring⁷ differences, or conditions alongside their diagnosis.

- **Social understanding and communication:** Differences in understanding and expressing communication and language, with skills ranging from individuals who are highly articulate, to others who may be non-verbal. Differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships;
- **Flexibility, information processing and understanding:** Differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests and ability to absorb auditory or spoken information;
- **Sensory processing and integration:** Differences in perceiving sensory information. Hypo (low sensitivity), hyper (high sensitivity), touch, sight, hearing, smell, taste, vestibular inner ear (balance), proprioceptive (body awareness).

Through ongoing feedback from our pupils and their families, and in addition to training and research, the school is aware that for many adults and CYP on the autism spectrum they can feel that it is not their autism that poses them difficulties as such, but the expectations and/or responses they can have from other people. In particular, the expectation to act, respond and learn in the same way that more typically developing peers do.

When working with CYP at Rosehill, we ensure that all staff who work with the learners enhance their understanding of these differences and make adjustments to their own style of interaction and their expectations and modify how they interact and deliver the curriculum. For example, being aware of the differing ways that learners process information, and therefore providing personalised responses/ interventions and support.

For further information regarding the needs of our pupils, please contact the school's leadership team.

⁵ Current research (2025) shows that there is no single way of describing autism. Acknowledging the work of the Autism Education Trust, we have adopted the term 'Autistic pupil/child/young person/learner'. Autistic CYP, may have different preferences of what they like used when describing them and autism, so it is recommended to ask the individual themselves what their preference is.

⁶ Autism is a processing difference that can have an impact on many areas of a person's life. Autistic people will experience differences in three key areas: Sensory Processing and Integration, Social Understanding and Communication and Flexibility, Information Processing and Understanding.

⁷ The term co-occurring difference will be used when describing CYP who has a diagnosis and experiences other differences alongside, e.g. eating or sleeping needs. The term co-occurring condition will be used when describing CYP with more than one diagnosis e.g. Autism and Epilepsy.

Part 1 – Policy

1.1. **[Updated]** Definitions

Safeguarding- For the purpose of this policy, “*safeguarding and protecting the welfare of children*” is defined as:

- Providing help and support to meet the needs of CYP as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of CYP mental and physical health or development.
- Ensuring that CYP grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all CYP to have the best outcomes.

Child Protection - Part of safeguarding and promoting welfare. This refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Child/children - Refers to anyone under the age of 18.

Young people - Refers to adult learners 18+ years old.

Parents - Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

Staff - Refers to all those working for or on behalf of the school, full-time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL/DDSL - Refers to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead at the school.

Contextual Safeguarding – This means that incidents and or behaviours are associated with factors outside the school and/or occur between CYP outside the school the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of CYP in such cases should consider whether wider environmental factors are present in a CYP life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors and so, it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. At Rosehill, we are aware of our main contextual safeguarding issues and use our curriculum to ensure all CYP are educated about them.

For further information regarding the [Acronyms used in this policy, please refer to the Appendix A.](#)

1.2. **[Updated]** Statutory Duties - Working Together to Safeguard Children 2023 & Keeping Children Safe in Education 2025

Rosehill has in place the following safeguarding arrangements:

- A culture of listening to CYP and taking account of their wishes and feelings and ensuring there are systems in place for CYP to express their views and give feedback.
- A designated lead (DSL) for safeguarding and deputies (DDSL). Their role is to support all members of staff, to recognise the needs of CYP, including recognising and responding to possible abuse or neglect. DSL’s must be a member of the senior leadership team and their roles should be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their responsibilities effectively.

- Ensuring that the staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of CYP. Leaders create an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Ensuring that the school contributes to inter-agency working, including providing a coordinated offer of early help when additional needs of CYP are identified and contributing to inter-agency plans to provide additional support to, E.g., CYP subject to child protection plans and children in care/ previously in care (CiC/PCiC⁸).
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of CYP.
- Ensuring there are procedures in place to respond robustly to allegations, including those relating to CYP harming, or allegedly harming other CYP (including sexual violence and sexual harassment) and allegations against staff and volunteers.
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners.
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with CYP (KCSiE 2025, pages 57-92, paragraphs 209 - 355) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. Safer recruitment practices will include an online check of shortlisted candidates (Page 60, paragraph 225, KCSiE 2025).
- Schools must keep a single central record of DBS checks and training undertaken (KCSiE 2025, page 76, paragraph 273). The record must cover:
 - all staff (including agency workers) who work in the school
 - all others who work in regular contact with CYP, including volunteers.
- Ensuring that all the staff in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued guidance for schools in 2018, entitled 'Disqualification Under the Childcare Act 2006' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision. KCSiE 2025, page 76, paragraph 271 also refers to disqualification: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018". Relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.
- Staff complete mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a CYP safety or welfare as well as how to manage a disclosure. All staff should read and understand at least part 1 KCSiE 2025.
- An ongoing programme of training/ updates is provided to staff/volunteers on an annual basis (KCSiE, 2025-page 35 paragraph 123), with suggested three yearly 'Introduction to Safeguarding and Child Protection' training for all staff (NCSCP recommendation).
- Ensure there is an effective Safeguarding Policy in place together with a school behaviour policy, schools' response to CYP who go missing from education, staff code of conduct and a whistleblowing policy. These should be provided to all staff, including temporary staff and volunteers, at point of induction.
- All professionals should have regular reviews of their own practice to ensure they improve over time.
- The DSL should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a CYP circumstances whenever new information arises.
- All schools must be compliant with the requirements of NCSCP. This includes engagement in the Serious Case Review process.
- NCSCP require all schools to complete an annual safeguarding audit (Section 175/157 *see below) and be engaged in multiagency processes and Serious Case Reviews (WTSC 2023, Chapter 2 p23 & chapter 3 p43), to be read in conjunction with KCSiE 2025.

⁸ Throughout this document, for those children who are in care/ have previously been in care, the term CiC/ PCiC will be used.

- Clear policies in line with those from the safeguarding partners for dealing with allegations against people who work with CYP, in either a paid or voluntary capacity. This includes individuals or organisations who are using the school premises for the purpose of running activities for CYP (E.g., community groups, sports associations, or service providers that run extra-curricular activities). For any safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO) (KCSiE, 2025 page 94, paragraph 366).

See Section 2.4 regarding responding to allegations against professionals.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

****Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.***

To fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

See Appendix C for further information regarding Legal Framework/ Statutory & Non-Statutory Guidance/ Policies

1.3. [Updated] Equalities Statement

Rosehill School adheres to the [Equality Act 2010](#) and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#). Details of our specific duties can be found at this link [Rosehill School - Equality & Diversity](#)

1.4. [Updated] Roles & Responsibilities

All Staff, Teaching and Non-Teaching Including Agency Workers, Volunteers and Others Working in School are expected to:

- Follow the procedures set out by NCSCP and KCSiE 2025. Read and understand a minimum of Part 1 of KCSiE 2025.
- Be aware that to safeguard CYP, they have a duty to share information with the DSL, and through the DSL, with other agencies.
- Establish and maintain a safe environment where CYP can learn, feel listened to and understood.
- Empower CYP to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Ensure CYP know that there are adults in the school whom they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for CYP to develop the skills they need.
- Assess and manage risk appropriately.
- Ensure safeguarding arrangements and procedures are effectively followed.
- Be aware of the role and identity of the DSL and deputy DSLs and speak to the DSL if they are unsure about how to handle safeguarding matters.
- Maintain an attitude of “it could happen here” with regards to safeguarding.

- Be alert to signs and symptoms of harm and abuse. Know how to record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not immediately contactable, a Deputy DSL should be informed.
- Have access to “What to do if you’re worried that a CYP is being abused: advice for practitioners’ guidance.” (2015). Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the NCSCP webpage/ Part 3 of this policy.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy DSL is not available.
- Know how to respond when a CYP discloses to them and to act. Treat information with confidentiality but never promising to “keep a secret.”
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Support CYP in line with their child protection plan, child in need plan, LAC Care Plan.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Have an understanding of early help and be aware of the local process and understand their role in it.
- Have an awareness of and follow this Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for CYP who go missing from education and the role of the DSL.
- Undergo child safeguarding training which is updated regularly in line with advice from the NCSCP, (whole staff training every three years) and statutory guidance (KCSiE, 2025).
- Ensure appropriate supervision when CYP are accessing online platforms.
- Report where they see or suspect that unacceptable content is being accessed online, despite filtering and monitoring systems.
- Give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.
- Be aware a CYP being absent from school is a potential indicator of abuse or neglect and, as such, these CYP are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor CYP that are absent from school, particularly on repeat occasions, and report them to the DSL in accordance with the Safeguarding/ Attendance Policy.
- Support social workers in making decisions about individual CYP, in collaboration with the DSL.

The Senior Leadership Team are expected to:

- Contribute to inter-agency working in line with WTSC 2023, including working with Social Care, to support their assessment and planning processes.
- Provide a co-ordinated offer of early help when additional needs of CYP are identified.
- Ensure all staff, agency workers and volunteers are alert to the definitions of abuse and indicators through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Carry out tasks delegated by the governing body such as training, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff.
- Treat any information shared by staff or CYP with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from the DfE (DfE KCSiE 2025 Part 4 ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections 1 and 2).
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor online safety, and specifically appropriate filtering and monitoring on school devices.

Teachers (including ECTs/ Headteachers) are expected to:

- The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard CYP and maintain public trust in the teaching profession as part of our professional duties.

- The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of CYP who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

C Turner is the Lead DSL



Designated Safeguarding Lead (DSL)/ Deputy Designated Safeguarding Lead (DDSL) are expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to social care/ other referral pathways.
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the DBS, as required.
- Ensure arrangements are in place year-round for all staff and volunteers

to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that identify CYP are at risk of harm, or abuse, bullying or sexual harm or harassment or that harm, or abuse, bullying or sexual harm or harassment has occurred.

- Ensure appropriate systems are in place to manage and address online safety.

Work with Others

- Take lead responsibility for safeguarding, child protection, pupil attendance and Online Safety, ensuring all staff understand the filtering and monitoring systems in place (KCSiE 2025, Page 31, Paragraph 102).
- Ensure all visiting professionals working with CYP in the school and volunteers are informed of the DSL's and their contact details, and the school's procedures for safeguarding CYP.
- Liaise with staff on matters of safety and safeguarding, deciding when to make a referral by liaising with other agencies and acting as a source of support, advice, and expertise for other staff and volunteers. e.g., where there are concerns about a CYP who is 'in care or previously in care'.
- Liaise with the 'case manager' (Part 4 of KCSiE 2025) and the LADO where there are child protection concerns/ allegations that relate to a member of staff.
- Liaise with all relevant agencies and professionals as required where safeguarding concerns arise (in line with local NCSCP procedures/ WTSC 2023). This includes taking part in strategy discussions/ attending inter-agency meetings and/or supporting staff to do so and to contribute to the assessment of CYP.
- Together with the headteacher, and governing body be aware of the local arrangements put in place by NCSCP and know how to access the NCSCP website and training.
- Meet at least fortnightly, with DSLs, to review procedures and caseloads.
- Ensure the school adheres to the children missing education statutory guidance for local authorities 2016. (Where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's/ adults social care is contacted).

Training Requirements

- Undertake formal DSL training every two years, informal training and updating of knowledge and skills at regular intervals (at least annually).
- Be responsible for their own training and obtain access to resources or any relevant refresher training.
- Be responsible for ensuring all staff with DSL responsibilities, access up to date and timely safeguarding training.
- Maintain a training register.

The training undertaken should enable the DSL to:

- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how NCSCP operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively, when required to do so.
- Ensure that each member of staff has access to the safeguarding and child protection policy and procedures.

- Be alert to the specific needs of CYP in need, including those with special educational needs and/or disabilities (SEND⁹) and young carers.
- Be able to keep detailed, accurate, secure records of concerns and referrals via MyConcern.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing CYP from the risk of radicalisation/ being grooming into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support CYP to keep safe when online, and when they are learning at home
- Encourage a culture of protecting CYP, listening to CYP and their wishes and feelings.

Raise Awareness

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

Child Protection Files and Records

- CYP safeguarding records are monitored for patterns, when taken in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- A record of the number of CYP subject to CP, CiN and LAC concerns is maintained.
- A record or data on the cohort of CYP with a social worker/ previous social care involvement is maintained.
- Where there are existing concerns about a CYP, and they transfer to another school in the same or another authority, information held is transferred securely and confidentially to the DSL in the receiving school. Transfer of records (once on roll at another school) is 5 working days. Where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
 - the receiving schools DSL is informed immediately.
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (recorded delivery).
 - All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/ DSL.
 - Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.

Availability

During term time the DSL or Deputy DSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the DSL (or any Deputy), a member of the senior leadership can be contacted. Appropriate arrangements will also need to be in place all year round for any out of hours' activities in line with the guidance contained in DfE KCSiE 2025 Part 2 and Annex C.

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads need to ensure multiagency working. See 1.18 for information on our Multi-Agency Working.

⁹ Throughout this document, where a CYP has special educational needs and/or disabilities, the term SEND will be used.

C Steele is the Headteacher



[Updated] Role of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the governing body are followed by all staff.
- The policy will be regularly reviewed (at least annually and kept up to date, in line with NCSCP/ Statutory guidance. It will be available publicly via the school website/ office.
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities including being appropriately trained, taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of CYP.
- A single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- Where there are concerns about a member of staff's suitability to work with CYP, contact the LADO.
- Where an allegation is made against a staff member who is not employed by the school e.g. agency worker, the headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required (KCSiE, 2025 Page 97 Paragraph 377-380).
- School staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation. From February 2023 it is 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. (KCSiE 2025, Pages 163,)
- The Headteacher undergoes child safeguarding training, which is updated regularly, in line with advice from the NCSCP.

R Hyder is the Safeguarding Governor



Role of the Governing Body

The Safeguarding Governor will ensure that safeguarding and child protection practice, process, and policy (including online safety and filtering and monitoring standards) are effective and is compliant with legislation, statutory guidance, and NCSCP arrangements. They will attend training/ updates at least every three years.

The Governing Body will ensure that:

- A governor is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher.
- A member of the school's leadership team has been appointed to the role of Lead DSL.
- The CYP wishes, and feelings are taken in to account when action is determined by school leaders.
- They develop a safeguarding culture and facilitate a whole school approach to safeguarding.
- The school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on all staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with NCSCP.
- The school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to CYP. (Part three: Safer Recruitment, KCSiE).
- The school keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- Governors monitor the adequacy of resources committed to child safeguarding, and the training profile.

- Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- Ensures that the safeguarding policy and practice:
 - operates with the best interests of the CYP
 - complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school
 - is available to parents and CYP on request

Governors in maintained schools are required to have an enhanced DBS check and the Teacher Services web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. (KCSiE 2025 Page 85, paragraph 319).

It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

The Role of Designated Teacher and the DSL - Children in Care/ Previously in Care:

- At Rosehill, we have a teacher appointed who has responsibility for promoting the educational achievement of CiC/ PCiC. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of CiC/ PCiC, CYP with a social worker and those in kinship care are supported.
- The DSL will also have details of any CiC social worker and the name of the Head of the Virtual School. The DSL will work closely with the Designated Teacher. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those CYP who were PCiC, CYP in kinship care and CYP with social workers potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them. We recognise the importance of working with agencies and take prompt actions where necessary to safeguard these CYP, who may remain vulnerable.

1.5. [Updated] Professional Development/ Training

The governors recognise that all staff and volunteers who work with CYP aged up to 18 years (19 at Rosehill) need to have appropriate child safeguarding training that equips them to recognise and respond to CYP welfare concerns. Staff members and volunteers will undergo appropriate safeguarding and child protection training. Mandatory safeguarding training will take place at induction, and will be updated on a regular basis across the year, and/or whenever there is a change in legislation.

The induction training will cover:

- Familiarisation with the Child Protection and Safeguarding Policy.
- Information about the DSL's in the school, their responsibilities and procedures to be followed.
- The Staff Code of Conduct and Whistleblowing Policy.
- Part One and Part Five of KCSiE 2025.
- The Behaviour Policy.
- The Children Missing Education Policy, including the safeguarding response to CYP who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training and guidance for escalating concerns.

Part 2, pages 25-55 of the same guidance titled 'The Management of Safeguarding', specifies "Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction". The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- Introduction to Safeguarding and Child Protection training – all staff
- Prevent training – Safeguarding INSET/ Twilight/ Online
- Health and Safety/ GDPR - Safeguarding INSET
- Sexual abuse - Safeguarding staff meeting
- Domestic violence - Safeguarding staff meeting
- FGM and Honour based violence - Safeguarding INSET/ Safeguarding staff meeting
- Child sexual exploitation - Safeguarding staff meeting
- Online safety and Filtering & Monitoring – Safeguarding staff meeting/ INSET
- Ongoing training through tool box talks, staff meetings and briefings i.e., quizzes
- DSL's attend termly network meetings and update training

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. The Lead DSL and deputy DSLs will undergo formal training to provide them with the knowledge and skills required to carry out the role (including online safety). The training will be refreshed every two years (statutory requirement) or equivalent annual update training.

Deputies will be trained to the same level as the Lead DSL. The DSLs will also obtain access to resources i.e., e-bulletins, and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to NCSCP.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of CYP in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.

Other Training Considerations and Timelines:

- DSL training: refreshed **every two years** (statutory requirement) or equivalent annual update training.
- Introduction to Safeguarding and Child Protection training: **Every three years** as agreed with NCSCP.
- Whole school refresher training at least annually with regular in-school updates.

Training is available through [Safeguarding Training – NCSCP](#)

- Safer recruitment: has been completed via Educare/ NSPCC by members of the SLT and SBM.
- The Designated Teacher for CYP in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered CYP who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling (CPI).
- Autism awareness training will form part of the school's induction, and ongoing training schedule.

All staff and the governing body should be open to new learning and keep up-to-date with changes made to national/ local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in keeping CYP safe, as outlined in KCSiE 2025. A report of the school's training needs assessment will be presented to the governors annually so that they can ensure that training is appropriate and demonstrates how well they fulfil their statutory responsibilities. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.

1.6. **[Updated] Supporting Children & Young People with Special Educational Needs and Disabilities: Holistic Support/ Safe Environments/ Safeguarding in the Curriculum**

We recognise that CYP with SEND can face additional safeguarding challenges on and offline. CYP with SEND especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. All staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation for CYP with SEND. Staff's vigilance will be a supporting factor to keep all CYP safe.

All staff, including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of CYP, should always act in their **best** interest.

Rosehill will endeavour to support every CYP through:

Holistic Support

- Maintaining an ethos which promotes a positive, supportive and secure environment, and which gives CYP a sense of them being valued.
- Implementing the school's behaviour policy, anti-bullying policy and child-on-child abuse guidelines which is kept up to date with national/ local guidance.
- All of our pupils will receive support through their Education and Health Care Plan/ whole school plans/ SENDCo.
- Where any concern is raised, ensuring the DSL is informed immediately, and actions taken in accordance with the relevant policy.
- We are aware that mental health problems can be an indicator that a CYP has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have concerns about a CYP mental health immediate action should be taken in line with safeguarding policy. (KCSiE 2025 Page 16 and 17 Paragraphs 43-45). Advice and guidance are available: [How to support a child with depression or anxiety | NSPCC](#)
- The school will support all CYP by discussing child protection cases with due regard to safeguarding the CYP and his/her family; supporting individuals who are, or are thought to be, in need or at risk in line with NCSCP procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Threshold of Need. Where a CYP is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider alternatives, which may include seeking specialist support.

Safe Environments

- Creating a culture where CYP feel secure and are encouraged to talk and are listened to, taken seriously, and responded to appropriately is established and maintained.
- CYP are involved in the decision-making which affects them.
- The school conducts regular risk assessments (including educational visits).
- CYP feedback is regularly gathered and used by leaders to establish any changes.
- CYP know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Displays and posters are placed around the school site which detail DSL's and contact numbers for appropriate support services and child protection helplines e.g., Childline.
- Curriculum activities and opportunities to equip CYP with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate

behaviour expected of staff and CYP. Positive and safe behaviour is encouraged and staff are alert to changes in a CYP behaviour and recognise that challenging behaviour may be an indicator of abuse.

- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some CYP lead to an increased risk of neglect and/or abuse.

The school appoints Health and Safety & Safeguarding pupil Ambassadors who provide vital input and feedback, and support whole school monitoring in relation to Safeguarding.

Safeguarding in the Curriculum

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

- Health and safety and emotional wellbeing, their mental and physical health or development.
- Meeting the needs of CYP with SEND and ensuring reasonable adjustments are provided as informed by the Equality Act for CYP people with disabilities.
- The use of reasonable force.
- Meeting the needs of CYP with medical conditions/ intimate care/ emotional providing first aid.
- Educational visits and off-site education.
- On-line safety and associated issues, including filtering and monitoring standards.
- Appropriate arrangements to ensure security.
- Keeping CYP safe from risks, harm, exploitation and sexual violence and sexual harassment between CYP: KCSiE 2025 Annex A.

Rosehill is dedicated to ensuring that all CYP are taught about the wide aspects of safeguarding. [This is part of our broad and balanced curriculum](#) :

- Help CYP to develop their awareness of positive and acceptable behaviour, and how they can help keep themselves and others safe.
- Working within statutory guidance in respect to PSHE and [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#); The PSHE programme *in each key stage* also provides personal development opportunities for CYP to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure
 - including knowing when and where to get help
 - how to keep safe on-line
 - Bullying, including cyber-bullying, child on child abuse, E-Safety, road, fire and water safety, domestic abuse, child sexual exploitation- online and offline, Honour based abuse and forced marriage, FGM, Radicalisation and extremism (Educate Against Hate).
 - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
- Through assemblies; exploring key areas such building resilience, online safety and anti-bullying.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to mental health concerns).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Pupils can inform the curriculum via discussions with the Student Council and Class Ambassadors.
- Appropriate filters and monitoring systems are in place.

1.7. Early Help

Early help means providing support as soon as a problem emerges, at any point in a CYP life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect

them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

All staff should be particularly alert to the potential need for early help for a CYP who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.

The school will not limit its support to CYP affected by the above and will be mindful of a variety of additional circumstances in which CYP may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL. The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to social care for assessment for statutory services if the CYP situation is not improving or is worsening.

1.8. **[Updated]** Multi-Agency Working

Schools have a pivotal role to play in multiagency safeguarding arrangements. Governing bodies should ensure that the school contributes to multiagency working. It is especially important that schools understand their role in the new safeguarding partner arrangements. WTSC 2023, page 18, paragraph 27 outlines expectations for multiagency working:

- **Collaborate:** practitioners working with the same CYP and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the CYP voice is at the centre and the right support is provided.
- **Learn:** practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on CYP development, experiences, and outcomes.
- **Resource:** practitioners build strong relationships across agencies and disciplines to ensure they support and protect the CYP with whom they work.

- **Include:** practitioners recognise the differences between, and are confident to respond to, circumstances where CYP experience adversity due to economic and social circumstances and acute family stress, and situations where CYP face harm due to parental abuse and neglect.
- **Mutual challenge:** practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

At Rosehill School our local authority is Nottingham City. The local safeguarding partnership, known as NCSCP will work with our school to support us to safeguard our pupils and will provide information around particular safeguarding topics are available on the [NCSCP website](#). For further information regarding working with three safeguarding partners (the Local Authority: a clinical commissioning group; and the chief officer of police) go to [Appendix B – The Three Safeguarding Partners](#).

NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. [Search - when to report to police \(npcc.police.uk\)](#)

1.9. **[Updated]** Identification for Visitors to School

See the [schools Visitors Policy](#), for guidance on all visitors, including practitioners from other agencies (e.g., private therapists). The school has further guidance when working with external providers and practitioners, as part of extra-curricular clubs/ activities policy and procedures.

At Rosehill, we follow the **Nottingham City Schools Agreed Visiting Professionals Guidance:**

- Any professional wishing to undertake work in school with CYP must make a formal appointment.
- The named professional must be the person who undertakes the intervention.
- Professionals must show their organisation ID on arrival.
- School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy.
- All visitors will sign into school and be identified by a visitor's badge to maintain security. Staff will maintain records of contact and discussions with the full range of services.

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. The City Council will send a DBS verification letter to all settings once a year informing of the expected process.

1.10. **[Updated]** Working with Parents/ Carers

- Parents and carers play an important role in protecting their CYP from harm.
- In most cases, the school will discuss concerns about a CYP with the family and, where appropriate, seek their consent to make a referral to City MASH.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all CYP. The school may need to share information and work in partnership with other agencies when there are concerns about a CYP welfare.

1.11. **[Updated] Safer Recruitment/ Single Central Record (SCR)**

Safer Recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of CYP.
- Regularly work in the school at times when CYP are on the premises.
- Regularly come into contact with CYP under 18 years of age

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing body will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff Suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a school setting. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to CYP or placing CYP at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single Central Record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Whether the employee's position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the

school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included. The school is free to record any other information it deems relevant. The details of an individual will be removed from the SCR once they no longer work at the school.

Part 2 – Procedures

2.1. **[Updated]** Identifying/ Responding to/ Reporting/ Recording Concerns

Identifying Concerns

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

At Rosehill, we understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with CYP are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

Our staff recognise the difference between concerns about a CYP and a CYP in immediate danger.

Responding to/ Reporting Concerns

All concerns MUST be immediately reported to a DSL, as soon as possible. If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.

If a CYP has an injury/ suspected injury, a first aider should be contacted immediately.

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

- Listen to the pupil, if you are shocked by what is being said, try not to show it.
- Staff will stay calm, and will actively listen with the utmost care to what the CYP is saying.
- It is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made. Staff DO NOT take photographs of bruises/ marks.
- The key facts will be established in language that the CYP understands, and the CYP words will be used in clarifying/expanding what has been said.
- the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?”
- Staff will not/ should not put words in the CYP mouth but will note the main points carefully.
- No promises will be made to the child, e.g., to keep secrets.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions will be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- The staff will keep a full written record duly signed and dated, including the time the conversation with the CYP took place, an outline what was said, comment on the CYP body language etc.
- It is not appropriate for staff to make CYP write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the CYP and let them know that they were right to inform them and inform the CYP that this information will now have to be passed on.
- do not promise confidentiality, reassure the CYP that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the CYP age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.
- The DSL will be immediately informed unless the disclosure has been made to them.
- Do not criticise the perpetrator, the CYP might have a relationship with them.
- Information should be shared with children’s/ adults social care without delay, either to the CYP own social worker or to the MASH. Children’s/ Adults Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

- The Police would only therefore be contacted directly in an emergency or if a CYP is in immediate risk of harm, abuse, or danger.

Staff will be aware that CYP may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the CYP or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

Recording Concerns - Using MyConcern (KCSiE 2025, Part Four, Part Five, Annex C).

All concerns / decisions / actions / outcomes should be recorded on MyConcern.

Staff should use internal 'Flowchart of Procedures for Responding to Safeguarding Concerns' to guide them through the process.

Records Include:

- A clear and comprehensive summary of the concern; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included. This should be uploaded onto MyConcern.
- Details of how the concern is to be followed up and resolved, precisely identifying the rationale for the action taken and clear timelines of when this will be followed up and by who.
- Whether a referral is required and to which agency.
- If it is observation of bruising or an injury try to record detail, e.g., "right arm above elbow". Do not take photographs. Use the body map on MyConcern.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- Precise record of decisions reached and when and why the case will be closed.
- It is important to keep these original notes and pass them on to the DSL who may ask you to write a referral.
- All verbal conversations, body maps, communications from CYP, should be promptly recorded using MyConcern.

If in doubt about recording requirements, staff should discuss with the DSL.

Our school also ensures that all staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the CYP if, despite the discussion with the DSL, their concerns remain. Staff are also informed of the schools whistle-blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

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

2.2. [Updated] Confidentially/ Sharing Information/ Managing Referrals

Confidentiality

- The personal information about all CYP families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will maintain this confidentiality.

- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- Where there are concerns about a CYP welfare relevant agencies need to be involved at an early stage, with consent from the parents/carer where this does not compromise the safety of the CYP or cause further risk. If a member of staff or a volunteer has concerns about a CYP welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs. The DSL will decide who else needs to have the information and they will disseminate it on a 'need- to-know' basis.

Sharing Information/ Managing Referrals

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998.

To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services. Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared.

Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the CYP at further risk or cause a delay. In situations where there are concerns that a CYP is suffering, or is likely to suffer significant harm, information may be shared without consent. Circumstances may include:

- Suspicion that a CYP will be forced into marriage or removed from the country against their will
- Suspicion that a CYP is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the CYP at immediate risk
- Suspicion that illness is being fabricated.

Permission to share information with the City MASH should always be sought from an adult with parental responsibility for the CYP before passing information about them to children's/adults social care, UNLESS seeking permission would place the CYP at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a CYP about a disclosure made.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE 2025, Page 19, paragraph 55)

Further details on information sharing can be found: WTSC 2023, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

2.3. [Updated] Concerns About School Safeguarding Practices

Any concerns regarding the safeguarding practices at the school will be raised with the Headteacher/ Lead DSL, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. This includes, any concerns about any adult on the school site, including volunteers, contractors or services.

If a staff member feels unable to raise an issue with the school, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

2.4. [Updated] Responding to Allegations of Abuse Made Against Professionals, Including Low-Level Concerns

Allegations or concerns about an adult working in the school whether as a teacher, agency worker, other staff, volunteers or contractors

At Rosehill, we recognise the possibility that adults working in the school may harm CYP, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of members of staff, agency workers, volunteers, contractors or other adults working in the school, should be reported to the headteacher (or in their absence, the Deputy Head) without delay, and logged onto Confide; any concerns about the headteacher or where there is a conflict of interest in reporting to the headteacher, should go to the Chair of Governors and LADO.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a CYP, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a CYP does not meet the harms threshold for referral to the LADO (see below).

A concern is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicated they may not be suitable to work with children (including outside of the school)

(*Person could be anyone working in the school, including agency workers, volunteers and contractors.)

The LADO will be involved in the management and oversight of individual cases where there are allegations made against people who work with CYP. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher. Where the allegation relates to the Headteacher it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with CYP) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to CYP, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Paragraphs 428-449 of KCSiE 2025 highlights the need for schools to have processes for managing low level concerns that do not meet the harm threshold and advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

Low-level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; but the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- Being over friendly with CYP.
- Having favourites.
- Taking photographs of CYP on their mobile phone.

- Engaging with a CYP on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language.

At Rosehill, we:

- Ensure staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empower staff to share any low-level safeguarding concerns via Confide (or the headteacher).
- Address unprofessional behaviour and support the individual to correct it at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.

If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:

- Directly to the person who raised the concern unless it has been raised anonymously
- To the individual involved and any witnesses.

Reports about agency workers and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

Low-level concerns must be recorded in writing and recorded on 'Confide'. This should include:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual remains anonymous then that should be respected as far as reasonably possible and acted upon accordingly).

Records will be kept confidential, held securely and comply with the Data Protection Act 2018.

Records will be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within our school that enabled the behaviour to occur. This might mean that policies or processes should be revised, or extra training delivered to minimise the risk of it happening again

Allegations Against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the governing body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) by referral only. KCSiE 2025, page 94 paragraph 362, states that 'A case manager will lead any investigation. This will either be the head teacher, or, where the head teacher is the subject of the allegation, the chair of governors or chair of the management committee'.

2.5. [Updated] Use of School Premises for Non-School Activities

Where the governing body hires or rents out school facilities or the school premises to organisations or individuals, e.g., for providers to run community or extra-curricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping

children safe in out-of-school settings in these circumstances. [Out-of-school settings: safeguarding guidance for providers - GOV.UK](#)

Where the governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e., a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Staff and volunteers running extra-curricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to children's/ adults social care or the police, if necessary.

2.6. [New] Use of Alternative Provision

Where our school places a CYP with an alternative provision provider, Rosehill continues to be responsible for the safeguarding of that CYP and should be satisfied that the provider can meet the needs of the CYP. We will follow at all times the national guidance (<https://www.gov.uk/government/publications/alternative-provision>)

We recognise that CYP who attend alternative education often have complex needs. It is important governing bodies and DSLs ensure CYP are fully supported at all times, and the alternative setting is aware of any additional risks of harm that CYP may be vulnerable to. Information sharing for CYP is vital to support the CYP and ensure the learning environment where they are placed has all necessary information for the CYP before they access the provision. The Working Together principles are key to keep the CP safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the CYP and family.

In the event of a CYP attending alternative provision, a meeting will be held prior to the CYP attending to ascertain the safeguarding procedures such as full safer recruitment checks have been conducted and procedures that the provider has in place. Timetables and provision will also be discussed. This will all be recorded on a written form. The CYP will be visited, and a telephone call will be made at least once each week to ensure attendance. We will always obtain written confirmation from the alternative provision provider that all appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. Placements will be reviewed at least half termly to ensure that their attendance is good, their needs are being met and the setting is safe. Our school will not hesitate to consider ending a placement if any concerns are raised.

2.7. [Updated] Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their CYP do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

The school will implement the relevant risk assessments, as advised by the local health and safety executive and DfE/statutory guidance. This will include complete a Site Security risk assessment.

2.8. **[Updated] Monitoring, Evaluation and Employee Declaration of Reading/ Understanding Policy, Procedures and KCSiE Guidance**

This policy is signed off by the designated senior safeguarding lead for the organisation and headteacher, and reviewed at least annually by the DSL and the headteacher.

The policy will be regularly reviewed, kept up-to-date with current guidance as needed, and with safeguarding issues as they emerge and evolve, including any lessons learnt.

This policy, all safeguarding policies and KCSiE, will be made accessible to all employees, volunteers, and the public, at least annually. This policy will be distributed to all employees (theNationalCollege).

Any changes made to this policy will be communicated to all members of staff. If updates are made, the amended policy and any guidance will be distributed to all staff.

The next scheduled review for this policy is September 2026.

Staff Declaration

It is the responsibility of all employees and volunteers to read, understand, and sign to acknowledge they understand and will adhere to the schools safeguarding policies and procedures, and the statutory guidance including KCSiE. At least annually. This is a crucial step to ensure everyone is accountable for safeguarding duties. Agency managers, must provide a compliancy letter to the school, to demonstrate this process has been completed within their organisation, for any agency workers attending the school.

Why Sign-Off is Important

- **Duty of Care:** All staff working with children and vulnerable adults have a legal and ethical responsibility to safeguard them from harm.
- **Demonstrates commitment:** Shows a clear commitment from Rosehill employees to protecting children and vulnerable adults.
- **Understanding responsibilities:** Confirms that each employee has read, understood, and will adhere to the procedures for identifying and responding to safeguarding concerns.
- **Evidence of Compliance:** It provides an auditable record that demonstrates the school is taking active steps to ensure our workforce is informed and compliant with safeguarding legislation and best practices.

Consequences of Not Having Employees Sign Off

- **Harm to Individuals:** The most significant consequence is the direct risk of harm to children and vulnerable adults who are not adequately protected.
- **Accountability:** Employees who fail to sign off may face disciplinary action.
- **Legal ramifications:** Failures in demonstrating compliancy could lead to legal accountability.
- **Reputational damage:** A lack of effective safeguarding can severely damage a schools reputation and public trust.

Part 3 - Specific Safeguarding Topics

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised abuse, also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites), prejudice-based bullying, and being aware of the ease of access to mobile phone networks.
- All aspects of online safety (including AI), including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and when 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic abuse.
- Racist, disability-based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptibility to being at risk of being drawn into terrorism.
- Child exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- Being a young carer.
- Mental health needs.
- Special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Being privately fostered.
- Returning home to their family from care.
- A family member in prison or being affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE to include CYP abusing other CYP, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE Part Five).
- Issues which may be specific to a local area or population, showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- Possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Family circumstances which present challenges for the CYP, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Risk of or suffering from serious violence and violent crime.
- Persistent absence from education.
- Risk of suspension or permanent exclusion.
- Particular issues affecting CYP including domestic abuse and violence, female genital mutilation (FGM), and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

3.1. Updated External and Extra-Familial Harm

All our staff have received information and training regarding the risks that can take place outside a CYP family. This is known as extra-familial harm and can take a variety of different forms. CYP can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

3.2. [Updated] Particularly Vulnerable Groups

Some CYP may be particularly vulnerable to abuse and harm. This includes for example privately fostered CYP, CYP with a disability, CYP with communication needs. Certain forms of behaviour can also increase the vulnerability of a CYP such as drug or alcohol misuse. The DSL should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and CYP which need to be reported in accordance with national (Government) and local (NCSCP) procedures without delay. The DSL should also ensure staff working with CYP are alert to signs which may indicate possible abuse or harm.

At Rosehill, we recognise that some CYP with protected characteristics may require reasonable adjustments and positive action to be taken to deal with particular disadvantages which may affect them (KCSiE 2025, Page 27 paragraph 84).

3.3. [Updated] Preventing Radicalisation- KCSiE 2025, Page 157-159

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counterterrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. Referrals to Channel are for those who are susceptible rather than vulnerable to radicalisation and being at risk of being drawn into terrorism. Consent is needed for referrals to Channel.

Statutory guidance has been published and is available at: [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact Nottingham City's Prevent Education officer, Louise Cox or the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable or susceptible CYP or adults do not end up facing criminal sanctions.

3.4. [Updated] Female Genital Mutilation -KCSiE 2025, Page 161-163

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their child from learning about FGM.

Potential indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's/ adults social care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care. [Multi-agency statutory guidance on female genital mutilation - GOV.UK](#)

3.5. [Updated] Sexual Violence and Sexual Harassment - KCSiE 2025 Pages 112-143, paragraphs 450 – 562

Schools should **respond to all reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Governing bodies should ensure that the school or college contributes to multiagency working in line with statutory guidance WTSC 2023.

Any decisions are for the school to make on a case-by-case basis. The DSL will take a lead role, using their professional judgement- supported by other agencies such as children's/adults social care/ police as required.

- The NSPCC also provides free and independent advice about HSB: [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)
- The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by

children, internet safety, sexual development and preventing child sexual abuse. [ECSA Toolkit | Lucy Faithfull Foundation](#)

- Contextual Safeguarding Network provides a school self-assessment toolkit and guidance for addressing HSB in schools. [Toolkit Overview | Contextual Safeguarding](#)
- Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline. www.stopitnow.org.uk

It is important that the perpetrator(s)is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

3.6. **[Updated]** Child on Child Abuse -KCSiE 2025 Page 147

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

All staff should be aware that CYP can abuse other CYP (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

Rosehill takes a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online.

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all CYP who have been affected by the situation including the reporting and reported CYP.

3.7. **[Updated]** Neglect – KCSiE 2025 Page 12-13 Paragraph 28 and Annex A, Page 146 Paragraph 10

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 involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g., not having a winter coat
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Nottinghamshire and NCSCP have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the CYP.

The [Neglect toolkit and separate guidance](#) should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance

- Nottinghamshire: Pathway to Provision [Pathway to provision | Nottinghamshire County Council](#)
- Nottingham City: Threshold of Need [Multi Agency Safeguarding Children Hub \(MASH\) - Nottingham City Council](#)

3.8. **[Updated] Harassment and Abuse**

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach (meaning appropriate and proportionate action will be taken) to harassment and abuse as informed in KCSiE.

At Rosehill, should an incident occur, or a disclosure be made by a CYP, staff will always reassure the CYP (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Indicators of Abuse and Neglect

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.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries

- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained- bruises or cuts/ burns or scalds; or/ bite marks.

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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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 such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or 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 the academy policy and procedures for dealing with it.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you would not expect them to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows: *'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 (a) in exchange for something the victim needs or wants, and/or (b) for the 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.'*

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls

- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence /suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other CYP who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity.

Staff should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present. Remember children can be exploited in a number of ways and it can take many forms, including sexual and criminal exploitation. Child exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case).

Modern Slavery: For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Domestic Abuse: In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect on the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear or experience the effects of the abuse; and they are related to the abusive person. (The definition can be found at:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass' aim is to ensure that schools have timely information about all police attended incidents of domestic violence; support school staff to understand how to support the children, and ensure the children receive the support they need. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

3.9. [Updated] Children with a Social Worker

At Rosehill, we recognise that when a CYP has a social worker, it is an indicator that the CYP is more at risk than most CYP. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support CYP who have a social worker.

The DSL maintains a key role in raising awareness amongst staff about the needs of CYP who have or who have had a social worker and the barriers that those CYP might experience in respect of attendance, engagement and achievement. The DSL will use the schools confidential recording systems to maintain an overview of CYP with/ or who have previously had a social worker.

The Designated Teacher will maintain good links with the Virtual School Head to promote the educational achievement of CiC, CYP with a social worker and those in kinship care. Regular meetings will be organised to update the PEP documentation and to discuss progress and attendance. These are attended by social workers, the Lead DSL/ Designated Teacher and any other key personnel involved with the CYP.

3.10. [Updated] Children in Care/ Previously in Care (CiC/ PCiC) (Previously Known as LAC)

Supporting CiC/ PCiC is a key priority for our school. We recognise that the needs of this group of CYP can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of CiC who attend our school we have a designated lead for CiC who will:

- Attend PEP reviews
- Ensure CYP receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

3.11. [Updated] Privately Fostered Children/ Unaccompanied Asylum-Seeking Children

Private Fostering

Definition: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

They may be living outside of their parents' care due to;

- Child or young person being asked to leave the family home
- Parent being in prison / hospital / homeless
- Child leaving the family home due to family dysfunction or because they have been living with parents who have substance misuse problems or other difficulties
- Parent deciding to place child with extended family member

- Child being placed with extended family for religious or economic reasons.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered CYP are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered CYP are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Unaccompanied Asylum-Seeking Children

As a Special School, admissions are completed by the SEN Team at the City local authority, therefore we would not admit CYP without contact with their parents and completion of appropriate paperwork with the City LA. However, we could welcome unaccompanied asylum seekers placed with carers (CiC) or have concerns about who is caring for CYP (including through private fostering). All concerns regarding who is caring for CYP should be reported to a DSL, who would then report this to social care for further investigation. This includes concerns about private fostering where CYP are being cared for by an adult who is not a direct relative for over 28 days. Identified unaccompanied asylum seekers under 18 would be under the care of the local authority and placed with carers or in supervised independent housing.

3.12. [Updated] Children and Young People Who are Absent from Education

Knowing where CYP are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of CYP.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when CYP are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Our school has:

- Staff who understand what to do when CYP do not attend regularly
- Appropriate policies, procedures and responses for CYP who go missing from education (especially on repeat occasions). The school will follow the DfE's guidance on improving attendance where there is a need to work with children's/adults services due to school absences indicating safeguarding concerns. [Working together to improve school attendance - GOV.UK](#)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take CYP off-roll when they:
 - leave the school to be home educated
 - moves away from the schools location
 - is permanently excluded

We will ensure that CYP who are expected to attend the school but fail to take up the place will be referred to the local authority. When a CYP leaves the school, we will record the name of the CYP new school and their expected start date.

3.13. **[Updated]** Child Abduction and Community Safety Incidents

For the purposes of this policy, “**child abduction**” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g., people loitering nearby or unknown adults conversing with pupils. Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

3.14. **[Updated]** Child Criminal Exploitation (CCE)

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

3.15. **[Updated]** County Lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK. As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g., knife crime
- Receiving requests for drugs via a phone line

- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Being found in accommodation they have no connection with or a hotel room where there is drug activity
- Owing a ‘debt bond’ to their exploiters
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

3.16. [Updated] Elective Home Education

Where a parent/carer has expressed their intention to remove a CYP from the school with a view to educating at home, we work with the LA and other key professionals to coordinate a meeting with parents/carers.

3.17. [Updated] Homelessness

The DSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to children’s/adults social care where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to children’s/adults social care will be made as necessary where concerns are raised.

3.18. [Updated] Pupils with Family Members in Prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison?’](#) from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

3.19. [Updated] Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a CYP has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify CYP whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how CYP experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a CYP that is also a safeguarding concern will act in line with this policy and speak to a DSL.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

3.20. [Updated] Online Safety (KCSiE 2025, Page 38-42 Paragraphs 134-148)

It is essential that CYP are safeguarded from potentially harmful and inappropriate online material. At Rosehill, we are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. CYP are at risk of abuse online as well as face to face. CYP can also abuse their peers online. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images (including AI generated images), especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We are also aware of the risks to CYP of misinformation, disinformation (including fake news) and conspiracy theories.

Our approach to online safety, including appropriate filtering and monitoring on school devices and networks is reflected in this Policy. When CYP use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. All our staff have an understanding of the expectations applicable to their roles and responsibilities in relation to filtering and monitoring of ICT systems and regular monitoring of our school's equipment and networks. Staff will identify, intervene in, and escalate any concerns where appropriate.

The governing body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty (see KCSiE 2025 paragraph 138 to 147). This will include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet the school's safeguarding needs
- Reviewing and discussing the standards with the DSL, senior leadership team, IT staff and service providers to ensure the school meets the Department for Education filtering and monitoring standards.

At Rosehill, we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication '*Meeting digital and technology standards in schools*' 2023.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers, outlining where they can get help and support. [Rosehill School - Online Safety](#)

Online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and through any parental engagement. As per KCSiE guidance, we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our CYP face.

Cyber Security is a growing safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and CYP safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national ([Generative artificial intelligence \(AI\) in education - GOV.UK](#)) and local guidelines on staff and CYP who may need to work remotely.

3.21. **[Updated] Suspensions and Exclusions - (To be read in conjunction with the Suspension and Exclusion Policy)**

In the very rare event that the school may consider suspending or excluding a pupil, the pupil's welfare is of paramount consideration. The school will exercise their legal duties in relation to their interventions. This includes:

- Whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
- That decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#), including having regard to the [SEND Code of Practice](#).
- Takes into consideration the learner's rights under the [Human Rights Act 1998](#).
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

Actions to Take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm in line with the CYP EHCP.
- If the CYP is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

Part 4 - Appendices

[Updated] Appendix A: Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long Form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
C/ASC	Children/Adults Social Care	The branch of the local authority that deals with children's/adult's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
DDSL	Deputy Designated safeguarding lead	A member of the senior leadership team who has deputy responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.

IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSiE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
LSCP	Local Safeguarding Children Partnerships	The department published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Partnerships, the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews to a new system of multi-agency arrangements and local and national child safeguarding practice reviews.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
NCSCP	Nottingham City Safeguarding Children Partnership	The NCSCP provides the safeguarding arrangements under which the safeguarding partners and relevant agencies work together to coordinate their safeguarding services, identify and respond to the needs of children in Nottingham City, commission and publish local child safeguarding practice reviews and provide scrutiny to ensure the effectiveness of the arrangements.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

[New] Appendix B: The Three Safeguarding Partners

The three safeguarding partners (the Local Authority: a clinical commissioning group; and the chief officer of police) should enable all schools in the local area to be fully engaged, involved, and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way. In Nottingham City we recognise the role of education and therefore have an Education Subgroup who feed into the NCSCP.

If named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

[New] Appendix C: Further Information - Legal Framework/ Statutory & Non-Statutory Guidance/ Policies

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-Social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil partnership (Minimum Age) Act 2022

Statutory Guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- **[Updated]** DfE (2025) 'Keeping children safe in education'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- **[New]** DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- **[Updated]** DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

School Policies

- Anti-Bullying Policy
- Attendance Policy
- Child Missing from Education Policy
- Prevent Policy
- Suspension and Exclusion Policy

- E-Safety Policy
- Staff/Pupil I Devices Policy
- Use of Mobile Phones and Cameras - Photography Policy
- GDPR Data Protection Policy
- Records Management Policy
- Children in Care/ Previous Children in Care Policy
- Code of Conduct Policy
- Whistleblowing Policy
- Management of Allegations: Allegations of Abuse Against Staff Policy and Low-Level Concerns
- Safer Recruitment Policy
- Staff Disqualification Declaration Form
- Positive Behaviour Support & Physical Intervention Policy
- PSHE Policy
- Equality Information & Objectives Policy
- Health and Safety Policy
- Managing Medical Needs & Medicines Policy
- Educational Off-Site Visits Policy
- Personal & Intimate Care Policy
- Visitor Policy
- Security Policy
- Filtering and Monitoring Policy

[Updated] Appendix D: Further Guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Threshold of Need
[Multi Agency Safeguarding Children Hub \(MASH\) - Nottingham City Council](#)

- Behaviour and Discipline
[Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

- Attendance
[Working together to improve school attendance \(publishing.service.gov.uk\)](#)

- Exclusions
[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

- DBS guidance
[www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](#) (Updated August 2018)
[DBS checks: detailed guidance - GOV.UK \(www.gov.uk\)](#)

Safeguarding Flowchart

Pupil raises concern with an adult or an adult becomes aware that a pupil may be suffering abuse through changes in behaviour/appearance.

Adult must contact a DSL and record on MyConcern the exact words the pupil has used and if there are any signs of abuse. If pupil has not made any communications, record exact concern.

Use body map as required.

At no point does the adult offer an opinion or probe the pupil or investigate the pupil's statements. The adult must not add personal opinions while recording. Adults must ensure the pupil is safe and feels safe. Adults can not promise confidentiality. If there is a risk that the pupil will not be safe to go home, the concern must be marked as urgent.

The DSL picks up the concern promptly. The DSL must use the decision and rationale to identify the next steps. This may include direct referral to social care or if not, a clear rationale is recorded as to why not and how the school will act to secure and monitor the safety of the pupil, who will monitor, the regularity of monitoring and how the DSL will review whether this should be escalated to social care at any point.

Safeguarding DSL team to follow up the concern through the schools monitoring system.

Recording of monitoring completed on MyConcern so that regular updates show how the school is keeping the pupil safe. For pupils who have been referred to social care, a similar approach in school should be undertaken to check the pupil's well-being and safety.

It is absolutely key that information is recorded precisely. Names, dates and times of conversations must be clear. There should be a clear chronology for actions and decisions. MyConcern will provide the basis of this and therefore all notes must be made on the open file.

The safeguarding team will make the decision to close a case once there is firm evidence of the pupil being safe. This must be approved by the Lead DSL. Evidence of safety must be recorded - how do you know?



Rosehill School

Appendix E - Flowchart for Reporting Safeguarding Concerns

Safeguarding is everyone's responsibility. Keeping pupils safe is everyone's responsibility. If there is any cause for concern regarding the behaviour of an adult in school, this must be taken seriously and the allegation or concern against the adult or whistleblowing policy must be followed.

If headteacher or DSL receives information that an allegation has been made against an adult on the school site, they must act in line with the school policy on managing allegations. The local authority designated officer (LADO) must be informed and their advice sought immediately.

There should be no 'in house' investigation before advice is sought. The headteacher must record on MyConcern the pupil's name and refer to 'an allegation' -no detail. Record how the school has made the pupil safe.

Any further details as to the investigation should be recorded in a confidential file access only by the Headteacher/ Deputy/Lead DSL. HR must be informed.

