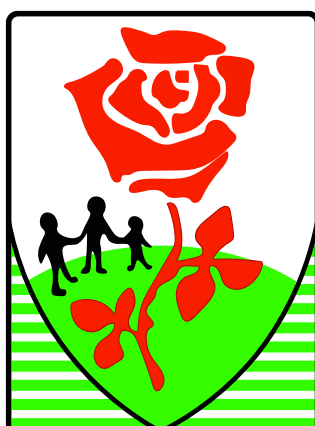


Rosehill School

Safeguarding & Child Protection Policy

“At Rosehill, Safeguarding is Everyone’s Business”



Author	Headteacher/ Lead DSL
Date approved	Pending approval at full safeguarding meeting
Date issued	September 2026 in line with most current version of KCSIE
Date of review	September 2027 (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)

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.



Nottingham
City Council

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Rosehill School - Designated Safeguarding Team

All staff, agency workers, parents, carers and visitors have a responsibility to safeguard children. If you have any concern about a child's safety or wellbeing, however small, report it immediately to a Designated Safeguarding Lead (DSL)

Safeguarding Lead Charlotte Turner Lead DSL / SLT Availability: Mon-Fri/ Also via email c.turner@rosehill.nottingham.sch.uk 	Deputy Headteacher Adele Harvey Deputy DSL / SLT Availability: Wed/Thurs/Fri/ Also via email a.harvey@rosehill.nottingham.sch.uk 	Acting Deputy Headteacher Tamara Riddell Deputy DSL / SLT Availability: Mon-Fri/ Also via email t.riddell@rosehill.nottingham.sch.uk 	Headteacher Cheryl Steele Headteacher DSL / SLT Availability: Mon-Fri/ Also via email c.steele@rosehill.nottingham.sch.uk 
Assistant Headteacher Bernadette Elliott Deputy DSL / SLT Availability: Mon-Fri/ Also via email b.elliott@rosehill.nottingham.sch.uk 	Class Teacher Katie Stevenson Deputy DSL / SLT Availability: Mon-Thurs/ Also via email k.stevenson@rosehill.nottingham.sch.uk 	Safeguarding Governor Rebecca Hyder Governor Contact Availability: Via email r.hyder@rosehill.nottingham.sch.uk 	Help Outside School Childline: ☎ 0800 1111 www.childline.org.uk Emergency: ☎ 999 if someone is in immediate danger Managing Allegations Against Adults If you have a concern about the behaviour of an adult, report immediately to: Cheryl Steele (Headteacher) If the concern involves the Headteacher, contact the: Chair of Governors Philippa Clarke P.Clarke@rosehill.nottingham.sch.uk The Headteacher or Chair of Governors may consult the Local Authority Designated Officer (LADO) for advice and support. Nottingham City LADO: LADO@nottinghamcity.gov.uk



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
Bernadette Elliott – Assistant Head/ Deputy Safeguarding Lead	B.Elliott@rosehill.nottingham.sch.uk
Katie Stevenson – Phase Leader/ Deputy Safeguarding Lead	K.Stevenson@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
- 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
Local Authority Designated Officer (LADO)	LADO@nottinghamcity.gov.uk LADO enquiries: 0115 87 65166
Child Line NSPCC Information Service	0800 1111 https://www.childline.org.uk/ 0808 800 5000 https://www.nspcc.org.uk/

Rosehill School - Safeguarding & Child Protection Policy

Part 1 – Introduction

[New] Safeguarding Commitment

Rosehill School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and young people¹ (CYP). In accordance with the Children Act 1989 and the Education Act 2002, we are committed to providing a safe and supportive learning environment, identifying and responding to welfare concerns at the earliest opportunity, and working in partnership with families and relevant agencies to ensure that all CYP are protected, supported and able to achieve their full potential.

Safeguarding and promoting the welfare of CYP is everyone's responsibility. All staff, governors, volunteers, agency staff, contractors and visitors have an important role in protecting CYP from harm, identifying concerns at the earliest opportunity and taking appropriate action. The school expects all adults working with pupils to maintain a culture of vigilance, challenge unsafe practice and act without delay when concerns arise.

As a special school for autistic CYP, we recognise that some pupils may be more vulnerable to abuse, neglect, exploitation, bullying and discrimination, and may require additional support to communicate their needs or concerns. We are committed to ensuring that every CYP is listened to, feels safe and receives the support they need to thrive.

The school is committed to:

- Creating and maintaining a safe environment where CYP can learn and develop.
- Promoting pupils' social, emotional, physical and moral wellbeing.
- Providing early help and support to CYP and families when concerns emerge.
- Identifying and responding effectively to concerns relating to abuse, neglect, exploitation, radicalisation and other safeguarding risks.
- Maintaining robust safeguarding, child protection and safer recruitment procedures.
- Working in partnership with parents, carers and relevant agencies to safeguard and promote the welfare of CYP.

Rosehill School works closely with [Nottingham City Safeguarding Children Partnership \(NCSCP\)](#)² Children's Social Care, Health Services, the Police and other partner agencies to ensure children receive the right support at the right time. We are committed to effective information sharing and collaborative working to achieve the best outcomes for our pupils.

Pupil voice is central to our safeguarding culture. We actively seek and value the views of our pupils and use their feedback to inform safeguarding practice, the curriculum and wider school improvement. Through School Ambassadors and other pupil forums, CYP are encouraged to contribute to decisions that affect their safety, wellbeing and school experience.

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 Designated Safeguarding Lead³ (DSL).** If you have any suggestions, please do not hesitate to contact our safeguarding team as outlined above.

¹Throughout this Policy, children and young people will be referred to as CYP.

²Throughout this Policy, Nottingham City Safeguarding Children Partnership will be referred to as NCSCP.

³Throughout this Policy, Designated Safeguarding Leads will be referred to as DSL and Deputy Designated Safeguarding Leads as DDSL.

Part 2 – Policy and Procedures

1. [New] Policy Scope and Aims

This policy applies to anyone working in Rosehill including senior managers and governors, volunteers, staff, contractors, agency staff and CYP.

The policy aims to meet the requirements as outlined in KCSIE and Part 3 of Early Years foundation stage statutory framework.

Our school ensures that all CYP regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation are treated equally and have equal rights to protection.

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

- **Prevention** – Promoting a strong safeguarding culture through early help, identifying vulnerabilities, working with families and agencies, and ensuring safe recruitment and working practices.
- **Protection** – Ensuring all staff and volunteers are trained to recognise, respond to, and report safeguarding concerns, with safeguarding central to all school practices.
- **Support** – Working in partnership with children, families, staff, and safeguarding agencies to provide appropriate support and promote positive outcomes for all.

This policy aims to:

- Safeguard and promote the welfare, safety and wellbeing of all CYP.
- Ensure that safeguarding is understood to be the responsibility of all staff, governors, volunteers, contractors and visitors.
- Provide clear procedures for identifying, recording, reporting and responding to safeguarding and child protection concerns, including abuse, neglect, exploitation, extremism and radicalisation.
- Ensure all staff, governors and volunteers are appropriately trained and confident in fulfilling their safeguarding responsibilities.
- Promote a culture of vigilance, professional curiosity and safe working practices, including the reporting of concerns and allegations about adults working with CYP.
- Ensure effective communication and information sharing between staff, DSLs and external agencies.
- Promote early identification of need and timely access to Early Help and specialist support services.
- Empower pupils to speak out, understand how to seek help and learn how to keep themselves safe, including online, through an accessible and inclusive curriculum.
- Provide appropriate support for pupils, families and staff involved in safeguarding matters.
- Maintain robust safeguarding arrangements for all school activities, extended services and external providers using school premises.
- Ensure safer recruitment, selection and vetting procedures are implemented to help prevent unsuitable individuals from working with CYP.
- Work effectively in partnership with parents, carers, NCSCP, Children's Social Care, the Police, Health Services and other relevant agencies to promote the welfare and safety of CYP.

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.

2. **[Updated]** About our Pupils

Rosehill is a special school for autistic⁴ learners (4-19). Autism is a processing difference; the characteristics of autism vary from one person to another. There are three main areas of difference:

- **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-speaking. 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 research and feedback from pupils and families, the school is aware that for many people 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 and support.

3. **[Updated]** Legislation and Statutory Guidance

The policy has been created with information adopted from the LA's model template. It reflects the Department for Education's (DfE's) statutory guidance: [Keeping children safe in education 2026](#) [Help for early years providers: Changes to the EYFS framework 2026](#) and [Working together to safeguard children 2026](#) and the [Maintained schools governance guide](#).

Rosehill has the following arrangements in place in line with *WTSC 2026* & *KCSIE 2026*:

- 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, e.g., for CYP subject to child protection plans.
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of CYP.
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements.
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of CYP, including recognising and responding to possible abuse or neglect. The DSL is a member of the school's senior leadership team and their roles are defined in their job description. They are given sufficient time, funding, supervision and support to fulfil their responsibilities effectively.
- Ensuring staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of CYP and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- 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.

⁴ Current research (2025) shows that there is no single way of describing autism. Acknowledging the work of the [Neuroinclusive Education Network](#) 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.

- 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, in accordance with Part 3: Safer Recruitment (KCSIE 2026, pages 73-108). The school will inform shortlisted candidates that online searches may be carried out as part of due diligence checks.
- Maintains a Single Central Record (SCR) in accordance with Part 3 KCSIE 2026. The SCR contains details of all required pre-employment and safeguarding checks.
- Ensures that appropriate checks are undertaken for staff who work in childcare provision, or who are directly concerned with the management of such provision, to determine whether they are disqualified under the Childcare (Disqualification) Regulations 2018, as set out in the section "Other checks that may be necessary for staff, volunteers and others" within Part 3 KCSIE 2026.
- Staff receive safeguarding and child protection training, including online safety training, as part of their induction. Training equips staff with the knowledge and skills to safeguard CYP effectively. All staff should read and understand Part 1 of KCSIE 2026. All governors and Designated Safeguarding Leads (including deputy DSLs) must read *Keeping Children Safe in Education (KCSIE) 2026* in full annually and sign a declaration confirming that they have read, understood and will comply with the guidance. Records of these declarations will be maintained by the school.
- There is an ongoing programme of child protection and safeguarding updates and training, including online safety, at least annually and whenever required, which provides them with the relevant skills and knowledge. *NCSCP recommend a 3-yearly refresher programme for all staff.*
- Ensures there is an effective child 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 are provided to all staff - including temporary staff and volunteers at point of induction.
- All professionals have regular reviews of their own practice to ensure they improve over time.
- The DSL maintains comprehensive records, which is used to inform a review of the support and level of concern about a child's circumstances whenever new information arises.
- The school completes NCSCP's annual Section 175/157 safeguarding audit and engages in multi-agency safeguarding arrangements, safeguarding practice reviews and learning processes, as required. This should be read in conjunction with WTSC 2026, particularly: Chapter 2: Multi-Agency Safeguarding Arrangements (pages 23-40) and Chapter 3: Providing Help, Support and Protection (pages 41-103) and KCSIE 2026.
- Clear procedures to respond robustly to allegations relating to CYP harming, or allegedly harming other CYP (including sexual violence and sexual harassment).
- 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 Officer⁵ (LADO) where appropriate and following the procedures contained within Part 4: Safeguarding Concerns or Allegations Made About Staff, Including Supply Teachers, Trainee Teachers, Volunteers and Contractors (KCSIE 2026, pages 109-127).

See Section 17 regarding responding to concerns about staff behaviour, including low-level concerns.

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.*

⁵ Throughout this policy, the Local Authority Designated Officer will be referred to as the LADO.

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.

4. [Updated] Definitions

Safeguarding and promoting the welfare of children and young people means:

- Providing help and support to meet the needs of CYP as soon as problems emerge.
- Protecting CYP from maltreatment whether that is within or outside the home, including online.
- Preventing impairment of CYP's 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 is part of this definition and refers to activities undertaken to protect specific CYP who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is 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.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where CYP share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Child/children refers to anyone under the age of 18.

Young people refers to adult learners 18+ years old.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) & perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of CYP) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. [Updated] Roles and Responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility. This policy applies to all staff, volunteers, visitors and governors in our school and is consistent with the procedures of the NCSCP. Our policy and procedures also apply to extended school and off-site activities.

We understand that we play a crucial role in preventative education. This is in the context of a whole-school approach to preparing CYP for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE) (see section 13 safeguarding in the curriculum)

5.1. All staff

All staff, teaching and non-teaching, agency workers, volunteers and others working in school need to:

- Follow the procedures set out by NCSCP and KCSIE. Read and understand, as a minimum, Part 1 of KCSIE 2026.
- Be aware that to safeguard CYP, they have a duty to share information with the DSL, and through the DSL, with other agencies.
- 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.
- 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 or allegations.
- 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 to keep themselves safe.
- Assess and manage risk appropriately, including offsite.
- 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 is available on the NCSCP webpage/ Part 3 of this policy.
- Know how to respond when a CYP discloses to them and to act.
- Follow the allegations procedures if there is an allegation against a member of staff or they have a low-level concern.
- Support CYP in line with their child protection plan, child in need plan, LAC Care Plan.
- 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.
- 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.

5.2. The Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

C Turner is the Lead DSL



The DSL/DDSL will:

Managing referrals

- Refer cases of suspected abuse, neglect, exploitation or harm to the appropriate agencies, including Children's Social Care, the Police and other agencies as required.
- Read Keeping Children Safe in Education (KCSIE) 2026 in full annually.
- Support staff who make referrals and ensure that concerns are followed up appropriately through agreed referral pathways.
- Refer cases to the Disclosure and Barring Service (DBS) and the Teaching

Regulation Agency (TRA), where appropriate, when a person has been dismissed or removed from regulated activity, or where the legal duty to refer is met.

- Ensure effective arrangements are in place throughout the year for staff, volunteers and contractors to seek safeguarding advice, report concerns and share disclosures relating to child protection, abuse, neglect, exploitation, child-on-child abuse, sexual violence, sexual harassment and online harm.
- Ensure appropriate systems are in place to manage and address online safety, including the effective operation and oversight of filtering and monitoring systems.

Raise awareness

- Ensure safeguarding and child protection policies are known, understood and implemented by all staff.
- Ensure the child protection policy is reviewed annually and that safeguarding procedures are reviewed regularly, updated as required and approved by governors.
- Lead and support strategic safeguarding development across the school.
- Ensure the child protection policy is publicly available on the school website and that parents/carers are aware that referrals may be made where there are safeguarding concerns.
- Ensure all staff, volunteers and temporary staff receive safeguarding and child protection induction before working with CYP and understand how to identify and report concerns.

Working with others

- Take lead responsibility for safeguarding and child protection, including online safety, and maintain oversight of the school's filtering and monitoring arrangements.
- Ensure all staff, volunteers, supply staff, contractors and visiting professionals are aware of the identity and contact details of the DSL and DDSLs and understand the school's safeguarding procedures.
- Act as a source of safeguarding expertise, advice and support for staff and volunteers, including where concerns relate to children in care, previously looked-after children, CYP with a social worker, or CYP with additional vulnerabilities.
- Liaise with the headteacher, case manager and LADO regarding concerns or allegations about adults working in the school.
- Liaise with Children's Social Care, safeguarding partners, health professionals, police and other agencies as required and participate in strategy discussions, child protection conferences, family help meetings, child in need meetings and other multi-agency safeguarding arrangements.
- Work in partnership with NCSCP and ensure awareness of local safeguarding arrangements, procedures and training opportunities.
- Meet regularly with deputy DSLs and relevant leaders to review safeguarding practice, emerging themes, attendance concerns and caseloads.
- Maintain oversight of attendance and welfare concerns, including CYP missing education, persistent absence and patterns of non-attendance that may indicate safeguarding concerns.
- Ensure appropriate action is taken when CYP who are subject to a child protection plan, child in need plan, family help plan, or who are otherwise known to Children's Social Care, are absent or welfare concerns arise.

Training requirements

- Undertake DSL and DDSL will undertake child protection and safeguarding training that equips them with the knowledge and skills required to carry out the role at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

- As Prevent Lead, they will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies so that they understand the Prevent Duty and support staff in identifying and responding to concerns relating to radicalisation and extremism.
- Ensure all members of the safeguarding team receive appropriate and up-to-date safeguarding training.
- Maintain an accurate record of safeguarding training undertaken by staff and governors.
- The training undertaken should enable the DSL/DDSL to:
 - Understand local safeguarding arrangements, Family Help, child protection processes and statutory assessment frameworks.
 - Understand the role of NCSCP and effectively contribute to multi-agency meetings, child protection conferences and safeguarding reviews.
- Ensure staff have access to and understand the school's safeguarding and child protection policies and procedures.
- Recognise and respond appropriately to the needs of CYP with SEND, young carers, CYP with a social worker, CYP in care and previously looked-after children.
- Maintain detailed, accurate, confidential and secure safeguarding records.
- Understand mandatory reporting duties and safeguarding responsibilities relating to female genital mutilation.
- Understand online safety risks and support CYP to stay safe online in school and outside school.
- Promote a safeguarding culture in which CYP are listened to, taken seriously and their wishes and feelings are considered when determining action.

Child Protection Files and Records

- Monitor safeguarding records for patterns, trends and cumulative concerns that may indicate a child is at risk of harm.
- Maintain an overview of CYP subject to child protection plans, child in need plans, family help plans, children in care, previously looked-after children, and CYP with a social worker.
- Ensure safeguarding information is transferred securely and confidentially when a child moves school.
- Ensure the receiving school's DSL is contacted directly where a child is subject to a child protection plan, child in need plan, family help plan or other ongoing safeguarding concerns.
- Ensure child protection files are transferred separately from the main pupil file, securely and as soon as possible, with receipt confirmed by the receiving school.
- Ensure child protection records are clearly identified, stored securely and accessed only by authorised personnel. Electronic records will be protected through appropriate security and access controls.
- Ensure pupil records clearly indicate where separate safeguarding records are held.

Availability

- During term time, the DSL or a Deputy DSL will always be available during school hours for staff to discuss safeguarding concerns. Adequate and appropriate cover arrangements will be in place during any periods when the DSL is unavailable. The school will also ensure that appropriate safeguarding arrangements are in place for out-of-school-hours activities, educational visits, extended school provision and all year-round activities so that staff know who to contact if a safeguarding concern arises.

5.3. [Updated] The Headteacher



The Headteacher will ensure that:

- The safeguarding and child protection policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, volunteers and those working on behalf of the school.
- The child protection policy is reviewed at least annually, updated as required, and made publicly available via the school website.
- Safeguarding policies and procedures are reviewed and updated in response to changes in local safeguarding arrangements, NCSCP procedures, and national statutory guidance.
- Sufficient time, funding, training, supervision and resources are provided to enable the DSL, DDSLs and other staff to fulfil their safeguarding responsibilities effectively, including participation in multi-agency meetings and safeguarding processes.
- A Single Central Record is maintained in accordance with KCSIE 2026 and includes all required pre-employment, safeguarding and vetting checks for staff, volunteers and others working in the school where required.

- Records of safeguarding training are maintained and monitored to ensure that all staff receive appropriate induction, safeguarding and child protection training, including regular updates.
- All staff and volunteers feel able to raise concerns about poor, unsafe or potentially unsafe practice, and that such concerns are addressed appropriately through the school's whistleblowing, safeguarding and staff conduct procedures.
- Where concerns arise regarding the conduct or suitability of an adult working with children, the LADO is consulted in line with statutory guidance and local procedures.
- Where an allegation concerns an individual not directly employed by the school, such as a supply teacher, contractor or volunteer, the appropriate employer or agency is informed immediately, and the school works with the LADO and relevant agencies throughout any investigation.
- Staff are alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, including poor attendance, persistent absence, CYP missing education, forced marriage, female genital mutilation, child criminal exploitation, child sexual exploitation and online harms.
- They undertake appropriate safeguarding and child protection training, including regular updates, to ensure their knowledge and understanding remain current and effective.
- Ensuring the relevant staffing ratios are met, where applicable.
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting.

R Hyder is the Safeguarding Governor



5.4 The Governing Body

The Safeguarding Governor will provide strategic oversight of safeguarding and child protection arrangements and seek assurance that safeguarding policies, procedures and practice, including online safety and the school's filtering and monitoring arrangements, are effective and compliant with relevant legislation, statutory guidance, and NCSCP arrangements. The Safeguarding Governor will undertake appropriate safeguarding and child protection training and receive regular updates to enable them to carry out their role effectively.

The Governing Body will ensure that:

- The Governors read Keeping Children Safe in Education (KCSIE) 2026 in full annually.
- A governor is nominated to liaise with the local authority, safeguarding partners and other relevant agencies in relation to safeguarding matters and, where necessary, allegations against the Headteacher.
- A member of the senior leadership team is appointed as the DSL.
- The wishes, feelings and lived experiences of children are taken into account when decisions affecting their welfare and safeguarding are made.
- A strong safeguarding culture and whole-school approach to safeguarding are promoted throughout the school.
- Appropriate safeguarding arrangements are in place, including:
 - a child protection and safeguarding policy;
 - a staff behaviour policy (Code of Conduct);
 - procedures for managing allegations and concerns about adults working with children;
 - safer recruitment procedures;
 - an up-to-date Single Central Record; and
 - appropriate safeguarding training for staff and governors.
- The school creates and maintains a culture of safer recruitment and adopts recruitment procedures that help deter, reject or identify individuals who may pose a risk to CYP.
- The Single Central Record is maintained in accordance with statutory requirements and contains all required pre-employment and safeguarding checks.
- Sufficient resources, training, time and support are provided to enable staff to fulfil their safeguarding responsibilities effectively.
- Neither the Governing Body nor individual governors have a role in managing individual child protection cases or routine access to case records, except where required as part of their statutory functions relating to disciplinary or safeguarding processes.
- Safeguarding policy and practice:

- operate in the best interests of the child;
- are child-centred;
- complement other relevant policies, including behaviour, anti-bullying, online safety, attendance, SEND, health and safety, and staff conduct policies; and
- are available to parents/carers via the school website or on request.
- Governors receive appropriate safeguarding checks in line with KCSIE 2026. The Governing Body will ensure that governors are subject to an enhanced DBS check and that Section 128 checks are undertaken where required. As governance is not a regulated activity, governors do not require a barred list check unless they also undertake regulated activity with children.

Training

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support us to deliver a robust whole-school approach to safeguarding.

6. [New] Confidentiality, Information Sharing and Consent

At Rosehill, we recognise that the effective safeguarding of CYP relies upon the appropriate sharing of information between professionals, agencies and organisations. All personal information relating to CYP and their families will be treated with the utmost respect and confidentiality by staff, volunteers and governors. Everyone working within the school understands the sensitive nature of such information and is expected to maintain professional confidentiality at all times.

6.1. Confidentiality

All matters relating to child protection and safeguarding are confidential. However, no member of staff or volunteer should ever guarantee confidentiality to a child, nor promise that information disclosed to them will be kept secret. CYP should be made aware that where a concern relates to their safety or welfare, information may need to be shared with relevant professionals in order to protect them.

Where there is a safeguarding or child protection concern, information will be shared promptly with our Designated Safeguarding Lead (DSL) or Deputy DSL. Where a child is believed to be at immediate risk of harm, a referral will be made without delay to Children's Social Care and/or the Police.

Our Headteacher and DSL will only share personal information about a CYP with members of staff, external agencies or professionals on a 'need to know' basis, ensuring that information is shared only when necessary to safeguard and promote the welfare of the CYP.

All staff have a professional responsibility to share information with other agencies where it is necessary to protect CYP from harm. Data protection legislation, including the Data Protection Act 2018 and UK GDPR, does not prevent information sharing where there are concerns about a CYP's safety or welfare.

Further guidance can be found through:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (2026 and subsequent updates)
- Information Sharing Duty 2026

6.2. Information Sharing

Effective information sharing between practitioners, schools, local authorities and partner agencies is essential for the early identification of need, assessment of risk, and the provision of appropriate support and services to safeguard and promote the welfare of CYP. Learning from Rapid Reviews and Child Safeguarding Practice Reviews

consistently demonstrates that delays in sharing information, or failures to recognise and act upon its significance, can have serious consequences for children's safety, welfare and wellbeing.

In line with the Information Sharing Duty under Section 16LA of the Children Act 2004, as introduced by the Children's Wellbeing and Schools Act 2026, our school recognises that relevant information must be shared with appropriate agencies and professionals where this will support the safeguarding or welfare of a CYP. Information sharing should be timely, necessary, proportionate, relevant, accurate, secure and lawful, with the presumption that information will be shared where it may assist in protecting a CYP or promoting their welfare.

We expect all staff to follow statutory guidance and the Government's Information Sharing Advice for Practitioners, ensuring that the best interests of the CYP remain at the centre of all information-sharing decisions. Where a CYP transfers to another school or college, safeguarding records will be transferred securely and separately from the main CYP file. Relevant information may also be shared in advance where this is necessary to enable the receiving setting to assess risk and put appropriate safety and support arrangements in place.

6.3. Consent

All staff must comply with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, the Children Act 1989, and relevant safeguarding legislation when handling and sharing information. Information should be shared lawfully, proportionately, securely, and only where necessary to support a child's welfare or safety.

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 child at further risk or cause a delay. In situations where there are concerns that a child is suffering, or is likely to suffer significant harm, information may be shared without consent. This may include concerns relating to physical abuse, sexual abuse, neglect, fabricated or induced illness, female genital mutilation (FGM), forced marriage, criminal exploitation, or other situations where a child's safety is at risk.

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 Social Care, UNLESS seeking permission would place the child at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child about a disclosure made.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children. Concerns about sharing information must never prevent staff from taking appropriate action to protect a child.

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

7. **[New]** Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, will be recorded on MyConcern. This will include instances where referrals were or were not made to another agency such as children's social care or the Prevent programme, etc. If a staff member is in any doubt about whether to record something, they will discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern

- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached with the rationale behind them and the outcome

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

Concerns and referrals will be kept on MyConcern.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professionals need to see them.

Safeguarding records relating to individual CYP will be retained until they reach the age of 25 after they have left the school.

If a child for whom we have, or have had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the CYP arrives, this will be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

If the concerns are significant or complex, and/or social services are involved, our DSL will speak to the DSL of the receiving school/college and provide information to enable them to have time to make any necessary preparations to ensure the safety of the CYP.

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.

8. **[New] Recognising and Responding to Abuse, Neglect and Exploitation**

Some CYP have an increased risk of abuse, both online and offline, and additional barriers can exist for some CYP with respect to recognising or disclosing it.

All of our staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for additional help for a CYP who:

- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home (including frequent school mobility)
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised, exploited or drawn into terrorism
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the CYP, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care

- Is at risk of 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered CYP
- as a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school
- Not in receipt of full-time education or attending an Alternative Provision
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Is at risk of going electively home educated or returning from a period of electively home educated

8.1 If a child/ young person is suffering or likely to suffer harm, or in immediate danger

All members of our staff, volunteers and governors will know how to respond to a CYP who discloses abuse, or where others raise concerns about them. Staff should use the internal 'Flowchart of Procedures for Responding to Safeguarding Concerns' to guide them through the process.

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 MASH or the police immediately. Anybody can make such a referral.

For MASH contact details see Key Contacts Poster – Page 5.

All concerns / decisions / actions / outcomes are recorded as per school procedures on MyConcern
If a CYP has an injury/ suspected injury, a first aider should be contacted immediately.

Follow this link for more information: [What to do if you're worried a child is being abused](#)

8.2. If a child/ young person makes a disclosure

Staff will:

- Listen to and believe them. Allow them time to talk freely and not ask leading questions.
- Stay calm and do not show that they are shocked or upset.
- Tell the child they have done the right thing in telling them. Do not tell them they should have told a staff member sooner.
- Staff will not/ should not put words in the CYP mouth but will note the main points carefully.
- Use open questions such as 'is there anything else you want to tell me?' or 'yes?', 'and?'. Questioning should not be extensive or repetitive.
- Staff will reassure the CYP and let them know that they were right to inform them. Explain what will happen next and that staff will have to pass this information on. DO NOT promise to keep it a secret.
- It is ok to observe bruises but DO NOT ask a pupil to remove their clothing to observe them if a disclosure is made. Staff DO NOT take photographs of bruises/ marks. Use a body map to record observations.

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. Record the conversation as soon as possible in the CYP own words on MyConcern (original statements/notes made on paper should be saved/ signed/ dated and passed to the DSL).

The DSL must be immediately informed.

If appropriate, make a referral to local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

It is your role to listen - not to investigate. 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.

Bear in mind that some CYP may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns.

Where there is a safeguarding concern/ disclosure, we will take the CYP wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring CYP feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for CYP to confidently report abuse (report a concern tab on the school website/ worry boxes/ pupil friendly displays and reporting procedures)
- Ensure our reporting systems are well promoted, easily understood and easily accessible for CYP
- Make it clear to CYP that their concerns will be taken seriously, and that they can safely express their views and give feedback

8.3. If there are concerns about a child/ young person's welfare

Our staff will always maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a CYP, staff will always act in the best interests of the CYP. If staff have any concerns about a CYP welfare, they should act on them immediately. See section 8.1 above.

If in exceptional circumstances where a DSL is not available, this should not delay appropriate action being taken. The staff member will speak to a member of the senior leadership team and/or take advice from children's/ adult's social care. They can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

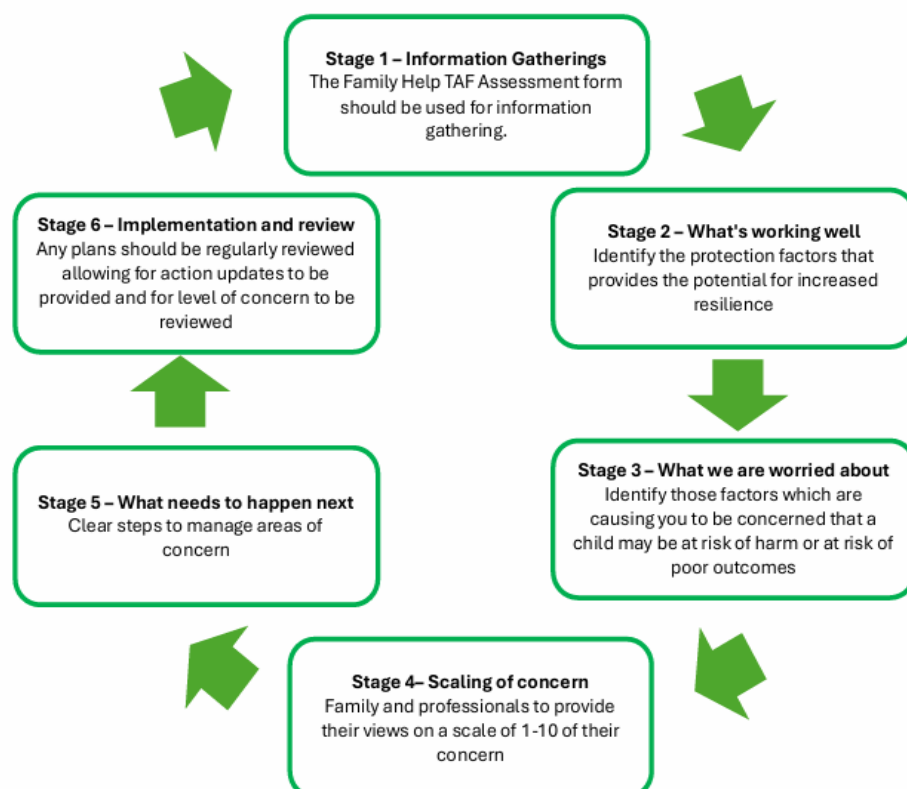
KCSIE Part 1 'Figure 1' sets out the actions taken if you have any concerns about a CYP welfare.

8.4. Assessments

If further assessment/intervention is appropriate, our DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate. Other staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements. Our DSL will keep the case under constant review and we will consider a referral to social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed through MyConcern.

Nottingham City Assessment Diagram



8.5. Referrals

If it is appropriate to refer the case to social care or the police, the DSL will make the referral or support a member of staff to do so. If a staff member makes a referral directly, they will inform the DSL as soon as possible.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If a CYP circumstances do not appear to be improving following a referral, or if the referrer believes that the response is inadequate, the DSL or referring professional will challenge and escalate their concerns in accordance with NCSCP escalation procedures. This is to ensure that the CYP needs are appropriately assessed and that suitable support, intervention and protection are provided. [Following this link for NCSCP.](#)

8.4. If staff discover that FGM has taken place or a child/ young person is at risk of FGM

KCSIE explains that FGM comprises “all procedures involving 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. It is also known as ‘female genital cutting’ ‘circumcision’ or ‘initiation’.

Possible indicators that a child has already been subjected to FGM, and factors that suggest that they may be at risk, [are set out in Appendix B of this policy.](#)

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve Nottingham City children's social care, as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **child under 18** must speak to our DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. Our staff will not examine children.

Any member of staff who suspects a child is at risk of FGM or suspects that FGM has been carried out, or discovers that a person **aged 18 or over** appears to have been a victim of FGM should speak to our DSL and follow the local safeguarding procedures.

8.5. If you have concerns about extremism, radicalisation or terrorism

Where there is a concern, our DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or Nottingham City children/adults social care team.

Nottingham City Local Authority have a Prevent Education Officer who should be contacted for advice and support- Louise.Cox@nottinghamcity.gov.uk 0115 8765864

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a child. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

(See Appendix B)

8.6. If you have a concern about mental health

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.

At Rosehill our staff are alert to behavioural signs that suggest a CYP may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a CYP that is also a safeguarding concern, take immediate action by following the steps in section 8.1.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL and Mental Health Lead Adele Harvey, to agree on a course of action. Action may include: risk assessment being completed/ referral to internal PSHE intervention lead/ referral to EP.

For more information, refer to the Department for Education guidance on [mental health and behaviour in schools](#)

8.7. Allegations of abuse made against other children (including harmful sexual behaviour (HSB))

We recognise that children are capable of abusing their peers (child-on-child abuse). Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for CYP.

All child-on-child abuse (including violence and harassment) is unacceptable and will be taken seriously. We also know that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

CYP sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. Harmful sexualised behaviour can occur between two or more CYP of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of CYP towards a single CYP or towards another group of CYP. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

Most cases of CYP hurting other CYP will be dealt with under our school’s behaviour policy in conjunction with our anti-bullying policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns.

See Appendix B for more information about serious violence.

If the incident is potentially a criminal offence, the DSL will work closely with the police and other agencies as required whilst protecting CYP and taking any disciplinary measures against the alleged perpetrator.

Creating a supportive environment in our school and minimising the risk of child-on-child abuse (including violence and harassment)

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse (including violence and harassment), and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers.
- Be vigilant to issues that may affect different genders – for example, sexualised or aggressive touching or grabbing towards female CYP.
- Ensure our curriculum helps to educate CYP about appropriate behaviour and consent.
- Ensure CYP are able to easily report issues using our reporting systems.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse (including violence and harassment), and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in our school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
 - That if they have any concerns about a CYP welfare, they should act on them immediately rather than wait to be told.
 - A CYP behaviour might indicate that something is wrong.
 - That certain CYP may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a CYP harming a peer could be a sign that the CYP is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse.

8.8. Online safety (please read alongside online safety policy)

At Rosehill, we are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. We recognise that online harm is an evolving area of potential risk and therefore our culture of vigilance around emerging themes, trends and data is imperative and regularly reviewed.

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. 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.

Our school's approach to online safety, including appropriate filtering and monitoring on school devices and networks is reflected in our online safety policy. This will include:

- Review filtering and monitoring provision at least annually, identifying any risks and including checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record will be kept of these checks.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet the schools safeguarding need.
- Reviewing and discussing the standards with the senior leadership team, IT and computing leads and service providers to ensure the school meets the [Department for Education filtering and monitoring standards](#).

Rosehill uses Netsweeper to filter and Smoothwall to monitor in order to limit exposure to safeguarding risks. DSL's and those with responsibility for safeguarding receive weekly automated reports, alongside daily monitoring. DSLs at Rosehill are fully trained and understand how these systems work to protect CYP. Nottingham Schools IT perform full annual audits, documenting the filtering systems, testing blocking and key word detection. These are aligned to the DfE filtering framework.

The Governing Body alongside the designated member of SLT will ensure a review is maintained at least annually to ensure the standards are met and will discuss with the IT Lead and Headteacher whether more needs to be done to support in meeting and maintaining the required standards. This will be communicated to staff, CYP, parents, carers and visitors to the school who provide teaching to CYP as part of the learning and educational opportunities we provide.

Our Lead DSL and the Deputy DSLs will always act in the 'best interest of the CYP' and will promote the importance of safeguarding concerns for CYP, and in particular CYP access to online sites when away from Rosehill, with parents and carers.

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.

We recognise the importance of safeguarding CYP from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, Rosehill aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of CYP, staff, volunteers and governors.
- Protect and educate the whole community in its safe and responsible use of technology, including mobile and smart technology.

- Ensure our environment is mobile free by default in line with Government guidance. (please see separate mobile phone policy).
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school, but will limit such use to non-contact time when CYP are not present (in staff areas only).
 - Staff will not take pictures or recordings of CYP on their personal phones or cameras.
- Make all CYP, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of technology in school.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories;
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as CYP or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

8.9. Artificial intelligence (AI) - [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Our staff, CYP and parents/carers may be familiar with generative chatbots.

Rosehill recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard CYP. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose CYP to harmful content. For example, where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to access harmful content or bully CYP in line with this policy and our behaviour, anti-bullying and AI policies.

Our staff are aware of the risks of using AI tools while they are still being developed and will carry out risk assessments for any new AI tool being used by our school. Our schools' requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

8.10. Private Fostering

Definition of private fostering:

A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the CYP in this private arrangement.

A CYP is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents' care due to;

- CYP being asked to leave the family home.
- Parent being in prison / hospital / homeless.
- Avoiding becoming a looked after child.
- Parent has left the local area and CYP remaining to complete academic studies.

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

Responsibilities:

Private foster carers are responsible for providing the day-to-day care of the CYP in a way which will promote and safeguard the CYP welfare. However, the overarching responsibility remains with the person who has parental responsibility for the CYP.

The Local Authority has legal duties towards private fostered CYP and must satisfy itself that the welfare of CYP who are, or will be, privately fostered within their area ensures they are satisfactorily safeguarded. If our school becomes aware of a CYP living in a private fostering arrangement Children's/ Adults Social Care must be notified within one working day.

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. 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 CYP has come from another country. In some cases, privately fostered are affected by abuse and neglect, or become involved in trafficking, child sexual exploitation or modern-day slavery. We have a mandatory duty to report to the local authority where they are aware or suspect that a CYP is subject to a private fostering arrangement. Although we 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 our school who has parental responsibility. Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the CYP involved to check that they are aware of their duty to inform the LA. Rosehill, itself has a duty to inform the local authority of the private fostering arrangements within one working day.

On admission to Rosehill, we will work with the SEN Team to verify the relationship of the adults to the CYP who is being registered.

9. [New] Notifying Parents/ Carers of Safeguarding Concerns

Where appropriate, we will discuss any concerns about a CYP with the parents or carers. The DSL will normally do this in the event of a concern or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the CYP, we will discuss this with social care before doing so.

In the case of allegations of abuse made against other CYP, the DSL will, as appropriate work along with any relevant agencies (this will be decided on a case-by-case basis).

10. [Updated] Children with Vulnerabilities

We recognise that all CYP are vulnerable, however some CYP are more vulnerable for a variety of reasons. At Rosehill, we aim to ensure that we are proactive in terms of identification and support, and ensuring those with vulnerabilities are not disadvantaged.

10.1. Children with special educational needs, disabilities or health issues

We recognise that CYP with SEND, or certain health issues, 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.

CYP with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the CYP condition without further exploration.
- CYP being more prone to peer group isolation or bullying (including prejudice-based bullying) than their peers.
- The potential for CYP with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The need for intimate care and that these CYP are more likely to be dependent on adults for care, and/or communication.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so.

We offer a diverse curriculum and adapted environment to support all CYP in developing their communication and life skills, and in keeping themselves safe from harm.

Any abuse will require close liaison with the DSL (or deputy) and the SENDCO Tamara Riddell.

10.2. Children with a social worker (including Looked-after and previously looked-after children)

CYP may need a social worker due to safeguarding or welfare needs. We recognise that a CYP experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

Our DSL and all members of staff will work with and support social workers to help protect vulnerable CYP. Where we are aware that a CYP has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the CYP safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or episodes of missing education.
- Any suspensions and exclusions.
- The provision of pastoral and/or academic support/ interventions.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about CYP looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of CYP social workers and relevant virtual school heads.

We have appointed a designated teacher, Tamara Riddell Deputy Head, who is responsible for promoting the educational achievement of looked-after CYP and previously looked-after CYP in line with [statutory guidance](#). They are appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after CYP are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after CYP, including discussing how pupil premium plus funding can be best used to support looked-after CYP and meet the needs identified in their personal education plans.

11. [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 children 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 who receive education provision outside of the school 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 CYP 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. The headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. 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.

12. [Updated] Family Help and Early Intervention

Family Help and early intervention are about providing support as soon as a need is identified to improve outcomes for CYP and prevent concerns from escalating. Rosehill recognises the importance of identifying concerns at the earliest opportunity and providing the right support at the right time. Staff are well placed to identify emerging concerns due to their daily contact with children.

All staff should be alert to the needs of CYP who may benefit from Family Help, early intervention or additional support, particularly those who:

- have SEND, disabilities or additional health needs;
- experience mental health difficulties;
- have a social worker;
- are children in care, previously looked-after children or children in kinship care;
- are vulnerable to abuse, neglect, exploitation, criminal exploitation, sexual exploitation or online harm;
- are at risk of radicalisation;
- experience domestic abuse, substance misuse or parental mental health difficulties within the family;
- are missing education, persistently absent, or at risk of exclusion.

Staff will remain professionally curious and report any concerns to the DSL promptly.

Where support is provided, the school will work with CYP, families and partner agencies to review progress and ensure interventions are having a positive impact. Where concerns escalate or outcomes are not improving, further action will be considered, including referral for statutory assessment and support.

13. [Updated] Holistic Support and Safeguarding Education

Rosehill will endeavour to support every child through:

- Maintaining a positive, inclusive, supportive and safe environment where all CYP feel valued, listened to and respected.
- Implementing effective behaviour, anti-bullying, child-on-child abuse and safeguarding policies that reflect current statutory guidance and local procedures.
- Providing appropriate support for pupils through their EHCP, SEND support arrangements and wider pastoral provision, where applicable.
- Ensuring that any safeguarding concern is reported to the DSL or Deputy DSL without delay and acted upon in accordance with the school's safeguarding procedures.
- Recognising that mental health concerns can be an indicator of abuse, neglect or exploitation and taking appropriate safeguarding action where concerns arise.
- Supporting CYP who may be vulnerable or at risk, promoting their wellbeing, self-esteem and resilience, and challenging bullying, discrimination and harmful behaviour.
- Working with families and partner agencies to provide timely support, including Family Help and other early intervention services, to ensure CYP receive the right help at the right time.
- Monitoring the impact of support and reviewing interventions where additional or alternative support may be required.

13.1. 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 and Safeguarding pupil Ambassadors who provide vital input and feedback, and support whole school monitoring in relation to Safeguarding.

13.2. 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 including allergies/ intimate care/ emotional, providing first aid.
- Educational off-site visits.
- On-line safety and associated issues including cyber bullying and AI risks.
- Appropriate arrangements to ensure security.
- Keeping CYP safe from risks, harm, exploitation and sexual violence and sexual harassment between CYP.

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 [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; AI risk, E-Safety, including cyber-bullying,
 - Bullying, child on child abuse, 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.

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

Schools play a pivotal role in multi-agency safeguarding arrangements. The Governing Body will ensure that the school contributes fully to multi-agency working in accordance with WTSC 2026 and KCSIE 2026. Staff will work collaboratively with safeguarding partners and other agencies to identify, assess and support children who may be at risk of harm.

Effective multi-agency working is underpinned by:

- Collaboration and timely information sharing.
- Child-centred practice, ensuring children's voices, wishes and experiences are considered.
- Learning and reflection across agencies to improve outcomes for children and families.
- Strong professional relationships that promote coordinated support, help and protection.
- Professional curiosity and respectful challenge where there are differing views or concerns.

At Rosehill, 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 \(npcc.police.uk\)](https://npcc.police.uk)

15. **[Updated]** Professional Development/ Training

The Governing Body recognises that all staff, volunteers and governors who work with, or are responsible for, CYP require appropriate safeguarding and child protection training to enable them to recognise, respond to and report safeguarding concerns effectively.

All staff members will undertake safeguarding and child protection training on induction and annually, to ensure they understand our safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect. This will include (but is not limited to) the whistleblowing procedures, online safety (including filtering and monitoring), FGM, the school's child protection and safeguarding policy, staff behaviour policy (Code of Conduct), the identity and role of the DSLs, and the safeguarding procedures to be followed. Staff will also receive regular safeguarding and child protection updates, including on online safety, as required (for example, through emails, e-bulletins and staff meetings). They will have training on Prevent, to enable them to identify CYP at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

All staff will read and understand Part 1 of *KCSIE 2026*.

This training will also be regularly updated at intervals during the year and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Include processes for family help assessments including criteria for different levels of involvement.
- Be in line with advice from NCSCP, the LA and government guidance.
- Include online safety/ AI, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.

See Section 5 for DSL and Governor Training requirements.

Volunteers will receive appropriate training, if applicable.

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. 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.

Other training considerations and timelines:

- DSL training: refreshed **every two years** (NCSCP) 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.
- 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 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.

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

16. [Updated] Safer Recruitment (*please read alongside our Safer Recruitment Policy*)

The Headteacher, Leadership Team and Governing Body will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE Part Three and our School Safer Recruitment policy.

Senior Leader, relevant staff and members of the Governing Body will be appropriately trained in safer working practices and access the safer recruitment training advised by the school. This will include as a minimum the headteacher, DSL and school business manager.

Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate procedures to carry out the checks required and where any concerns arise, we will seek advice and act accordingly. The school has in place recruitment, selection, and vetting procedures in accordance with KCSIE Part Three, and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSIE Part 3.

Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Code of Conduct, which includes contact between staff and children outside the work context. Concerns regarding low-level concerns are included in our Code of Conduct and Allegations Management policy in line with KCSIE Part 4 Section 2. Staff can access a copy of this through our school server.

In the event of any complaint or allegation against a member of staff, the headteacher (or the DSL if the headteacher is not present), will be notified immediately. If it relates to the headteacher or where there is a conflict of interest in reporting to the headteacher, the chair of governors must be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) and Nottingham City HR Advisor.

Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the HR team. Advice and support will be made available by the LADO and HR Advisor, Labeeb Aslam, where appropriate to the leadership team.

All new employees will be appropriately inducted to their role. A Safer Recruitment and Induction checklist will be completed by the school.

At Rosehill, at least 2 people who are part of an interview process for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of KCSIE, and will be in line with local safeguarding procedures.

17. [New] Concerns About Staff Behaviour, Including Low-Level Concerns (*please read alongside the Managing Allegations and Low-Level Concerns Policy*)

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 other adults in the school

should be taken to the headteacher 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 who can be contacted by email or telephone.

Any concerns about the conduct of members of staff, supply teachers, volunteers or contractors should be reported to the headteacher unless there is a conflict of interest in doing so.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, 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 child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

17.1. Allegations

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)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, we will conduct basic enquiries ('fact finding') in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, our academy, or a combination of these.

17.2. 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 children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child 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 supply staff 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. The school follows the Trust Records Retention policy to decide how long they retain such information, but it is at least until the individual leaves our employment.

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 academy 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

17.3. Allegations Against the Headteacher

Where an allegation is made against the Headteacher, the Chair of the governing body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) immediately, by referral only.

18. [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. 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.

The school implemented a NO mobile phone policy on site.

19. [Updated] Identification for Visitors to the 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 and Nottinghamshire County Council Local Authority both provide correspondence that can be regarded as the written notification required by the school to confirm that all City and County Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. Both Councils will send a DBS verification letter to all settings once a year informing of the expected process.

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

Where the Governing Body hires, rents, or permits the use of school facilities or premises by external organisations or individuals, it will ensure that appropriate safeguarding and child protection arrangements are in place to keep children safe. The school will have due regard to the Department for Education's guidance, Keeping Children Safe in Out-of-School Settings.

Where activities are provided under the direct supervision and management of the school and its staff, the school's safeguarding and child protection policies and procedures will apply.

Where activities are provided independently by an external organisation, the Governing Body will seek assurance that appropriate safeguarding arrangements are in place. This will include reviewing the provider's safeguarding and child protection policy, safer recruitment procedures, staff training arrangements, and processes for responding to safeguarding concerns. The school will also ensure that clear arrangements are in place for communication and information sharing where safeguarding concerns arise.

The Governing Body will ensure that safeguarding requirements are included within any lease, licence, hire, or transfer of control agreement relating to the use of school premises. Failure to comply with these requirements may result in the termination of the agreement.

Staff, volunteers, and external providers delivering extra-curricular activities are expected to promote the welfare and safety of all pupils. They must be aware of their safeguarding responsibilities and know how to recognise, respond to, record, and report concerns about a child. Where necessary, safeguarding concerns must be referred promptly to the Designated Safeguarding Lead (DSL), Children's Social Care, the Police, or other relevant agencies in accordance with local safeguarding procedures.

21. **[Updated]** Monitoring, Evaluation and Employee Declaration

Monitoring and Evaluation

This policy is signed off by the Chair of Governors, Safeguarding Governor and headteacher, and reviewed at least annually by the Lead 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 (the National College).

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 2027.

Employee 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

- All staff working with CYP have a legal and ethical responsibility to safeguard them from harm.
- Shows a clear commitment from Rosehill employees to protecting CYP.
- Confirms that each employee has read, understood, and will adhere to the procedures for identifying and responding to safeguarding concerns.
- 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

- The most significant consequence is the direct risk of harm to CYP who are not adequately protected.
- Employees who fail to sign off may face disciplinary action.
- Failures in demonstrating compliancy could lead to legal accountability.
- A lack of effective safeguarding can severely damage a school's reputation and public trust.

Part 3 – Appendices

Appendix A – Types of Abuse

This appendix is based on the Department for Education’s statutory guidance, *Keeping Children Safe in Education*.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection 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 frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline 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 in education and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (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.

Appendix 2: Specific Safeguarding Issues

This appendix is based on the Department for Education's statutory guidance, *Keeping Children Safe in Education*.

1. Child abduction and community safety incidents
2. Children criminal exploitation and child sexual exploitation
3. County lines
4. Children and the court system
5. Children who are absent from education
6. Children with family members in prison
7. Cybercrime
8. Domestic abuse
9. Homelessness
10. Modern slavery and the National Referral Mechanism
11. Preventing radicalisation
12. Serious violence
13. Consensual and non-consensual images (including AI)
14. Honour of faith abuse (including female genital mutilation and forced marriage)

1. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. All schools are required to teach about personal safety through the RSHE curriculum. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

2. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery is child abuse and relevant child protection procedures must be followed if modern slavery or trafficking is suspected, as per the [Modern Slavery: statutory guidance for England and Wales \(under s49 of the Modern Slavery Act 2015\)](#) and [non-statutory guidance for Scotland and Northern Ireland \(accessible version\)](#) -GOV.UK

Some children will also have access to an Independent Child Trafficking Guardian.

Independent child trafficking guardians provide advocacy for children and help to promote and support their recovery.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, having a physical or learning disability, or being neurodivergent, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal and sexual exploitation,
- associate with other children involved in exploitation,
- suffer from changes in emotional well-being,
- misuse alcohol and other drugs,
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in the DfE guidance: [Child sexual exploitation: guide for practitioners](#).

3. County lines

As county lines is a form of criminal exploitation, a First Responder who identifies any potential victim of county lines exploitation should complete the relevant child protection and modern slavery referrals as detailed in the Modern Slavery statutory guidance.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home,
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime),
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs,
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection,
- are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity,
- owe a 'debt bond' to their exploiters, and
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office [Child exploitation disruption toolkit \(accessible\) - GOV.UK](#) and The Children's Society [County Lines Toolkit For Professionals | The Children's Society](#).

4. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children [5-11-year-olds](#) and [12-17-year-olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

5. Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of

child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, honour or faith-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

6. Children with family members in prison

Approximately 193,000 children in England and Wales have a parent in prison each year. They are at risk of poor outcomes as a result of poverty, stigma, isolation and poor mental health. The [Prisoners' Families Helpline](#) offers free, confidential support and advice for families in England and Wales who are in contact with the criminal justice system.

School and college staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand the need for tailored, trauma informed and sensitive support that can help mitigate potential harm and help encourage stability.

7. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's (UK) crime landscape. Offences under the Computer Misuse Act 1990 (CMA) have risen substantially.

Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded,
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide preventative police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#).

8. Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section

2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver 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. The government has issued statutory guidance to provide further information

for those working with domestic abuse victims and perpetrators, including the impact on children.

Domestic abuse is one of the most prevalent forms of abuse, with Women's Aid estimating that 160,000 children are currently living in households where domestic abuse is taking place. This is likely to be an underestimate, however, with much abuse remaining hidden and not coming to the attention of services. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse (including violence and harassment) is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures as set out in paragraphs 55-61 should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In November 2025, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently. Operation Encompass report over 2,000 notifications are made to settings every day. Educational settings are often the only consistent support available to some children, especially for those who live in isolated or rural communities. The aim of the duty is to support education settings

to provide timely, informed support to children affected by domestic abuse, to ensure the school has up to date information about the child's circumstances and enable immediate support to be put in place according to the child's needs. This places no new responsibilities on education settings.

Operation Encompass does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

Forces and educational settings should have an open communication process to determine where a safeguarding referral should be made in accordance with local thresholds. If an officer makes a referral alongside issuing an Operation Encompass notification, they should tell the child's education setting.

The duty applies to all children in education from reception (typically aged 4/5) up to the age of 17, and who are enrolled in registered primary and secondary schools, including independent schools, private schools, alternative provision settings (e.g., Pupil Referral Units), as well as further education colleges or 16 to 19 academies in England or Wales. Police forces must notify the local authority if the child is electively home educated or missing from education. Forces may also make notifications to other settings, for example early years settings or further education provision for young people with SEND, although these are not covered under the duty.

More information about the scheme can be found in the statutory guidance for police: [Duty on police forces in England and Wales to notify education establishments of domestic abuse incidents: Operation Encompass](#).

Additional resources for education settings, including [Online National Key Adult Training: Operation Encompass](#) can be found on the charity's website [Home: Operation Encompass](#).

Operation Encompass notifications

Operation Encompass involves the sharing of personal and sensitive information about children and families. It is vital that all participants comply with the data protection laws. Police forces and educational settings are responsible for deciding how and where information about incidents and notifications are made. They must ensure it remains confidential, is held securely, and adheres to the requirements of the data protection laws. The designated safeguarding lead is responsible for leading on all safeguarding and child protection matters within an educational setting. They are likely to be the Key Adult for Operation Encompass notifications and are responsible for making safeguarding referrals to appropriate agencies, maintaining up-to-date safeguarding policies and training, overseeing record-keeping, and liaising with families where appropriate. DSLs may wish to use a central safeguarding inbox to ensure they have oversight over all Operation Encompass notifications.

The notification should include:

- the name, date of birth and protected characteristics (e.g., disability, race, religion etc.) of any child from that education setting who is related to any adult involved in the incident, whether the adult is the alleged perpetrator or non-abusive relative
- the relationship of the child to the victim and to the perpetrator,
- the police reference number,
- the location, time and date of the incident,
- if the child was present, and if so, where they were (notifications should be shared even if the child was not present at the particular incident),
- the voice of the child, such as what they are saying and how they are behaving, and
- the context and the circumstances of the incident, including whether an arrest was made, whether the incident was attended in person or via Rapid Video Response, and where possible, information on previous domestic abuse incidents.

The notification should not include:

- information or reference to sexual offences disclosed at the domestic abuse incident. This must not be disclosed in the notification. Under the Sexual Offences (Amendment) Act 1992, anonymity for victims of sexual offences must be preserved.

The Operation Encompass charity provides an advice and helpline service for all staff members from education settings who may be concerned about children who have experienced domestic abuse. The helpline is available from 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)
- The Home Office publish guidance on [Controlling or coercive behaviour](#) which provides clear information on what constitutes controlling or coercive behaviour and how to identify the offence.

9. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk 152 Section 20 of the Victim and Prisoners Act 2024 introduced a new provision into Part 3 of the Domestic Abuse Act 2021 under Section 49A. [\[Victims and Prisoners Act 2024\]](#) of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into

local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and

17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local

authority children's social care will be the lead agency for these children, and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: [here](#).

Temporary accommodation notification duty

The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent, those with parental responsibility or care of the child, or the child themselves in cases of 16–17-year-olds living independently from their parents. The notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes.

Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.

10. Modern slavery and the National Referral Mechanism

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs. Further information and training for professionals on exploitation and modern slavery is available here - [Modern slavery training: resource page - GOV.UK](#)

The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance [Modern slavery: how to identify and support victims - GOV.UK](#).

Children who are referred into the NRM in England and Wales may also have access to an Independent Child Trafficking Guardian (ICTG)¹. ICTGs provide advocacy for children and help to promote and support their recovery.

11. Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#). As defined in the [Government's Prevent Duty Guidance](#) for England and Wales. As defined in the [Terrorism Act 2000 \(TACT 2000\)](#)

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) [Making a Prevent referral](#).

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard¹⁵⁵ to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate

support required. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting [Counter-Terrorism and Security Act 2015](#) ([legislation.gov.uk](#)) "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act) victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

[Educate Against Hate](#) is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation. These resources are regularly updated to ensure they remain relevant and practical. Resources have been developed

working closely with education professionals and civil society groups to identify and produce high-quality materials that assist teachers in building children's critical thinking skills and resilience to extremist ideologies.

For advice specific to further education, Educate Against Hate hosts a suite of [teaching packs](#) and accompanying guidance to meet the specific needs of students and practitioners in further education and training settings. The Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make

robust, informed and proportionate referrals. The Education and Training Foundation (ETF) provides [online training modules](#) for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

12. Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence. These may include:

- increased absence from school or college,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in educational performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male,
- having been suspended, spent time in Alternative Provision or permanently excluded from school,
- having experienced child maltreatment,
- having been involved in offending, such as theft or robbery,
- having used drugs or alcohol in early adolescence, and
- having previously been a victim or previously perpetrated violence

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#). Professionals should also be aware that violence can often peak in the hours just before or just after school, when children are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. It is important that schools and colleges try to understand where these places are, with a view to working with partners to promote safety for children. Listening to children and consulting with staff can help establish when and where they feel unsafe. Working with wider partners can also help build understanding of the local context beyond the school or college and help co-ordinate a collective safeguarding response around the school day.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The Youth Endowment Fund (YEF) (the "what works" centre for preventing

violence) has produced [practical guidance](#) for schools and colleges and an accompanying [self-assessment tool](#) to help introduce evidenced practice for preventing children becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core

Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined-up approach to young people across the risk spectrum.

[Police, Crime, Sentencing and Courts Act 2022](#) introduced a new [Serious Violence Duty \(Statutory Guidance\)](#) on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities are under a separate duty to co-operate with core duty holders when asked, and there is a requirement for the partnership to consult with all such institutions in their area.

The Duty **does not** replace or duplicate existing safeguarding duties.

13. Consensual and non-consensual intimate images (including AI)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

Staff responsibilities when responding to an incident

If staff at our academy are made aware of an incident involving the consensual or non-consensual sharing of intimate images/videos, including those generated using AI for example deep fakes. It must be reported to the DSL immediately.

Staff **must not**:

- View, copy, print, share, store or save the imagery, or ask a child / parent/ carer to share or download it (if the staff member has already viewed the imagery by accident, it must be report to the DSL)
- Delete the imagery or ask the child / parent/ carer to delete it.
- Ask the child(ren) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the child(ren) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any child(ren) involved

We will explain that the incident needs reporting, and reassure the child(ren) that they will receive support and help from the DSL.

The Internet Watch Foundation's 'Report Remove' is installed on all academy websites and can be used to report images that have been shared online: [Report Remove from Childline and IWF](#)

In some instances, it may be more appropriate to confiscate a device to preserve any evidence.

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 2 for more information on assessing adult-involved incidents
- There is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to their SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the child's developmental stage, or are violent
- The imagery involves sexual acts and any child in the images or videos is under 13

- The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the child is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision and rationale will be made and recorded in line with our safeguarding procedures.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the child at risk of harm.

14. Honour or faith-based abuse (including female genital mutilation and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see below).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

[FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Forced marriage

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose 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.

Appendix C - 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 (including Multi-Academy trusts) and colleges 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 and colleges 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 Nottingham City Safeguarding Children Safeguarding Partnership.

If named as a relevant agency, schools and colleges, 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 and colleges 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 and colleges 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.

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 \(npcc.police.uk\)](https://npcc.police.uk)

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 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Attendance

[Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Exclusions

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://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 \(www.gov.uk\)](https://www.gov.uk)

