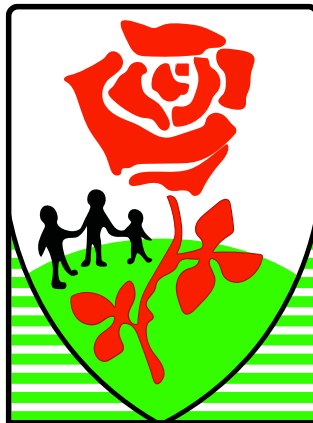


Rosehill School

Child Protection and Safeguarding Policy

“At Rosehill, Safeguarding is Everyone’s Business”



Policy Lead	Headteacher/ Lead DSL
Approval Status	Draft pending full governing body meeting 16.10.2024. Approved by Safeguarding Governor 29.8.2024.
Last Reviewed/ Updated	September 2024 to reflect legislation updates (see green highlights labelled [Updated])
Review Date	September 2025 (This policy will be updated before the review date if required to ensure it is up-to-date with the most current national/ local/ school guidance)

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

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



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Rosehill School Safeguarding Team

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

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

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



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	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
Kate Lloyd - Attendance Officer	K.Lloyds@rosehill.nottingham.sch.uk
Caroline Watson - E-Safety Lead	C.Watson@rosehill.nottingham.sch.uk
All of the above can be contacted via the school office on 0115 9155815	

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

Rosehill School Child Protection and Safeguarding Policy

“Rosehill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”

[Updated] Introduction

Rosehill School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. Our vision is that every learner will achieve the best possible outcomes in learning, social and emotional wellbeing, in order to fulfil their true potential and participate fully in society.

The school, the governors and staff fully recognise the contribution the school makes to safeguarding children and young people (CYP)¹. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help, protecting pupils from harm.

We will provide a caring, positive, safe and enabling environment that promotes the social, physical, emotional and moral development of every pupil in ways that will foster security, confidence, independence and enable them with the opportunity to talk openly, and feel confident they are being listened to. It is our policy to empower all pupils 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 our pupils feel supported and are able to report safeguarding concerns to any member of staff. We will not place any value judgement on their concerns or supersede their views with our own that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

In delivering this ambition the school works closely with [Nottingham City Safeguarding Children Partnership](#) and adheres to the principles set out in Nottingham's Safeguarding Children Partnership Threshold of Need and [Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance](#).

At Rosehill School, we have worked alongside our pupils to create a [Pupil Friendly Safeguarding Policy](#) and safeguarding displays, which offer immediate information, advice and support to our pupils' safeguarding and wellbeing (i.e., signs, symbols, pictures).

We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of all pupils is at the forefront of all action taken in line with Working Together 2023 and Keeping Children Safe in Education 2024. We consistently raise awareness of current legislation and statutory national and local guidance, ensuring safeguarding remains at the top of all of our agendas and at the forefront of our practices. We work in partnership with our parents, carers, wider school community and Local Safeguarding Partners.

[The Designated Safeguarding Leads responsible for Safeguarding at Rosehill School, can be found on the DSL poster on the page above.](#)

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

Part 1 – Policy

1.1. Child Protection Statement

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

‘Safeguarding and promoting the welfare of children is everyone’s responsibility... Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.’ (DFE KCSIE - Part 1, Page 7, Paragraph 2).

1.2. **[Updated]** Definitions

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

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

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

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

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

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

Young people - Refers to adult learners 18-19 years old.

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

Contextual Safeguarding - This means that incidents and or behaviours are associated with factors outside the school or college and/or occur between children outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors and so, it is important that schools

and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

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

1.3. **Updated** Aims

Overall Aim

Our overall aim at Rosehill School is to ensure that CYP are effectively safeguarded from any potential risk of harm and that the safety and wellbeing of the CYP is of the highest priority in all aspects of the school's work. We ensure that all members of the school community are aware of their responsibilities in relation to safeguarding and child protection and fully support the school's commitment to safeguarding and child protection.

At Rosehill School:

- Safeguarding and promoting the welfare of CYP is **everyone's** responsibility.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the pupil and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children
- We take an **'it can happen here'** approach where safeguarding is concerned.
- **Everyone** who comes into contact with CYP has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

This policy sets out a clear and consistent framework for delivering this promise, in line with the most current safeguarding legislation and statutory guidance, including Section 175 / 157 of the Education Act 2002, Keeping Children Safe in Education, Working Together to Safeguard Children and where appropriate under the Children Act 1989.

It will be achieved by:

- Ensuring that members of the governing board, the headteacher, teachers, non-teaching staff and volunteers understand their responsibilities under safeguarding legislation and statutory guidance to safeguard children, being alert to welfare concerns and the signs of child abuse identify and knowing how to take action to address them, including referring concerns to a DSL and working in partnership with other organisations where appropriate.
- Confirming that the pupils' development is supported in ways that will foster security, confidence and independence.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the school built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Confirming the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children. The headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Teaching pupils how to keep themselves and others safe, including online, and recognise behaviour that is unacceptable. Preventative education will be taught as part of a whole school approach that prepares

pupils for life in modern Britain and creates a culture of zero tolerance for discrimination, harassment and abuse of any kind. This will include a planned programme of evidence based RSHE that reflects the school's values and is delivered in regularly timetabled lessons as well as reinforced through the whole curriculum. The programme will be age and stage appropriate and fully accessible to all.

- Highlighting the connection between the Safeguarding Policy and the school's policy for safer recruitment of staff and volunteers, and for managing allegations.
- Emphasising the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities.
- Emphasising the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.
- Confirming and working in partnership with City MASH, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

Rosehill School is named as a relevant agency in the Local Safeguarding Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Nottingham City Safeguarding Children Partnership (NCSCP).

1.4. **[Updated]** The Legal Framework/ Statutory Duties that Apply to Schools

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

Legislation

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

[Updated] Statutory Guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales' 'The Prevent duty'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- **[Updated]** DfE (2024) 'Keeping children safe in education'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'

- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

[Updated] *Non-Statutory Guidance*

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

[Updated] *Working Together to Safeguard Children & Keeping Children Safe in Education*

Rosehill will have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school contributes to inter-agency working in line with the statutory guidance *Working Together to Safeguard Children*. 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, for example, children subject to child protection plans and children looked after and previously looked after.
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements.
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback.
- Ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children (including sexual violence and sexual harassment) and allegations against staff and volunteers.
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners.
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school's senior leadership team and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with children (KCSIE 2024, pages 56-92, paragraphs 210 - 358) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. Safer recruitment practices will include an online check of shortlisted candidates as outlined on page 59, paragraph 226 of KCSIE.
- Schools and colleges must keep a single central record of DBS checks and training undertaken (KCSIE 2024, page 75, paragraph 274). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
 - all others who work in regular contact with children in the school or college, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietary body

- It is the school’s responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled ‘Disqualification Under the Childcare Act 2006’ of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.
- Relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.
- KCSIE 2024, page 75, paragraph 272 also refers to disqualification: “For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018”.
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Staff should be given mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child’s safety or welfare as well as how to manage a disclosure. Staff in schools and colleges should ensure that all staff read and understand at least part one of KCSIE (most current version).
- There should be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues at least annually (KCSIE, 2024-page 35 paragraph 123), with suggested three yearly ‘Introduction to Safeguarding and Child Protection’ training for all staff (Nottingham City Safeguarding Children’s Partnership recommendation).
- Ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools’ response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers at point of induction.
- All professionals should have regular reviews of their own practice to ensure they improve over time.
- The designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child’s circumstances whenever new information arises.
- All schools and colleges must be compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process.
- **[Updated]** Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit (Section 175/157)² and be engaged in multiagency processes and Serious Case Reviews (See Working Together to Safeguard Children 2023 (Chapter 2 p23 & chapter 3 p43), to be read in conjunction with DfE KCSIE 2024.
- Clear policies in line with those from the safeguarding partners for dealing with allegations against people who work with children, 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 children (for example community groups, sports associations, or service providers that run extra-curricular activities). For any

²Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

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

safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO)- KCSIE, 2024 page 96, paragraph 384.

An allegation may relate to a person who works with children who 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 indicates they may not be suitable to work with children

Local Guidance from the Local Safeguarding Partnership

At Rosehill School our local authority is Nottingham City. The local safeguarding partnership, known as Nottingham City Safeguarding Children Partnership will work with our school to support us to safeguard our pupils and will provide information around particular safeguarding topics are available on the [Nottingham City Safeguarding Children Partnership website](#).

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

- Any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- If an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Paragraphs 430-452 of Keeping Children Safe in Education 2024 highlights the need for schools to have processes for managing low level concerns that do not meet the harm threshold and advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

See Section 2.13 regarding responding to allegations against professionals.

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

School Policies

- Anti-Bullying Policy
- Child Missing from Education Policy
- Prevent Policy
- Suspension and Exclusion Policy
- E-Safety Policy
- Staff/Pupil I Devices Policy
- Use of Mobile Phones and Cameras - Photography Policy
- GDPR Data Protection Policy
- Records Management Policy
- Children in Care/ Previous Children in Care Policy

- Code of Conduct Policy
- Whistleblowing Policy
- Management of Allegations: Allegations of Abuse Against Staff Policy and Low-Level Concerns
- Safer Recruitment Policy
- Staff Disqualification Declaration Form
- Positive Behaviour Support & Physical Intervention Policy
- PSHE Policy
- Drugs Education Policy
- Equality Information & Objectives Policy
- Pupil Attendance Policy (Including children absent from education)
- Health and Safety Policy
- Managing Medical Needs & Medicines Policy
- Educational Off-Site Visits Policy
- Personal & Intimate Care Policy
- Visitor Policy
- Security Policy
- Information Filtering and Monitoring Policy

Pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. This is detailed in our [safeguarding curriculum map](#).

The Headteacher and Senior Leadership Team, will ensure that the above policies and procedures, adopted by the governing body, are accessible, understood and followed by all staff.

Please also see our '[Pupil Friendly' Safeguarding information and policies](#).

1.5. Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

- Eliminate discrimination, harassment, victimization, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Rosehill School's equality statement and measurable objectives. These are available on our website <https://www.therosehillschool.com/equality-diversity-1/>

We adhere to both the [Nottingham City Equality and Diversity Policy](#) with a view to contribute towards the Equality, Diversity & Inclusion (EDI) Strategy.

Rosehill School also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#). Please follow this link to view our work as a [Rights Respecting School](#).

1.6. **[Updated]** Professional Expectations, Roles, and Responsibilities

Role of the Governing Body



Rebecca Hyder is the member of the Governing Body who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety and filtering and monitoring standards) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements. Rebecca Hyder will attend training/ updates at least every three years and will also receive the regular safeguarding updates from the NCSCP.

The Governing Body has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher.
- Ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with Nottingham City Safeguarding Partners.
 - Ensure that the school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children. (Part three: Safer Recruitment, KCSIE).
- Appoint a member of staff of the school's leadership team to the role of designated safeguarding lead.
- Ensure the school keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- Monitor the adequacy of resources committed to child safeguarding, and the staff and governor training profile.
- Recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- Ensure that the child safeguarding policy is available to parents and children on request.
- Ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
- Ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.
- Ensure that all safeguarding processes and policies operate with the best interests of the child.
- Ensure that the child's wishes, and feelings are taken in to account when action is determined by school leaders.

Governors in maintained schools are required to have an enhanced DBS check and the Teacher Services web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. (KCSIE 2024, Page 84, paragraph 321).

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

[Updated] Role of the Headteacher



Cheryl Steele is the Headteacher at Rosehill School. The Headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board are followed by all staff.
- The Child Protection and Safeguarding Policy will be updated annually, and be available publicly via the school website or on request (hard copy) from the school office.
- Designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people and be appropriately trained.
- A single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- Where there are concerns about a member of staff's suitability to work with children, contact the LADO.
- Where an allegation is made against a staff member who is not employed by the school e.g., supply teacher, the headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required (KCSIE, 2024 Page 96 Paragraph 380-383).
- School staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation. From February 2023 it is crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. (KCSIE 2024, Pages 162).
- The Headteacher undergoes child safeguarding training which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

[Updated] Role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)



Charlotte Turner is the Lead DSL at Rosehill School. This role includes Attendance Champion, and Parent Liaison. [Details of our Lead DSL and Deputy DSLs are available above](#), and on our [school website](#), our newsletters, or the notice board in reception. DSL duties are further outlined in KCSIE, Page 31).

The DSL/DDSL will:

- Have their roles explicitly defined in their job descriptions and be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively. This will include undergoing updated child safeguarding training every two years as a minimum.
- Take lead responsibility for safeguarding and child protection (include online safety and understanding the filtering and monitoring systems and processes in place) (KCSIE 2024, Page 31, Paragraph 102).
- Liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm.
- Where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO).
- Be able to access the contents of the Nottingham City Safeguarding Partners procedures and personnel procedures and make these accessible to all staff.
- Ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.

- Support staff who attend strategy meetings, looked after reviews and/or case conferences.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- Ensure involvement of other designated leads e.g., where there are concerns about a pupil who is in care or previously in care.
- Support staff to reflect on the information they hold about children and provide an alternative perspective on issues in order to promote a better understanding of what may or may not be concerning.
- Meet at least each half term to review procedures and case load.
- Be aware of the requirement for children (investigated by the police) to have an appropriate adult (PACE).

DSL/DDSL have a duty to:

- **[Updated]** Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.
- Ensure all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/designated leads.
- Ensure pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- Ensure that they have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance.
- Ensure that children missing education- statutory guidance for local authorities 2016 is adhered to.
- Where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- Children's safeguarding records are monitored for patterns, when taken in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.
- Where there are existing concerns about a pupil, and they transfer to another school in this or another authority, information held is transferred securely and confidentially e.g., documents noted confidential, separate from the pupil's main file to the designated lead for child safeguarding in the receiving school.
- Transfer records (once on roll at another school) within 5 working days.
- Where a pupil has a **child protection plan** or there are ongoing child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (hand delivered/recorded delivery)

All DSLs and Deputy DSLs need to ensure Multi-Agency working. [Further information regarding multi-agency working can be found below in section 2.10.](#)

[Updated] *Role of all Staff*

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

- **[Updated]** Consider, at all times, what is in the best interests of the pupil.
- Be aware of and understand the procedure to follow if they have a concern about a child or when a pupil discloses to them and how to act. Have access to "What to do if you're worried that a child is being abused: advice for practitioners' guidance." (2015).
- Read and understand a minimum of Part 1 and Part 5 of Keeping Children Safe in Education.
- Follow the schools code of conduct and school policies.
- Be alert to signs and symptoms of harm and abuse and be aware of safeguarding issues that can put pupils at risk of harm.

- Recognise that abuse and neglect can happen in any setting and maintain an attitude of ‘it could happen here’. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage.
- Be aware of the school’s systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- 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.
- Provide a safe environment in which pupils can learn.
- **[Updated]** Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years) and statutory guidance (KCSIE 2024).
- **[Updated]** Receive and understand child protection and safeguarding (including online safety) updates, e.g., via email, as required, and at least annually.
- Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- Be aware that despite the requirement to share information with designated leads they can make their own referral to Children’s Social Care, e.g., in urgent situations.
- **[Updated]** Support social workers in making decisions about individual children, in collaboration with the DSL.
- **[Updated]** Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Know how to record concerns and what additional information may be required.
- **[Updated]** Maintain appropriate levels of confidentiality when dealing with individual cases.
- **[Updated]** Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- **[Updated]** Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- **[Updated]** Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Ensure appropriate supervision when children are accessing online platforms.
- Give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-Safety Policy for further information.
- Report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems.
- Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the school Attendance Policy.
- **[Updated]** Be prepared to identify pupils who may benefit from early help and be aware of the local early help process and understand their role in it.

Teachers, including the headteacher, have a responsibility to:

- **[Updated]** Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.
- **[Updated]** Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as ‘known’ cases, as soon as possible.

[Updated] *Allegations against the Headteacher*

Where an allegation is made against the Headteacher, the Chair of the Governing Body, must be informed as well as the Local Authority Designated Officer (LADO) by referral only. KCSIE 2024, page 93 paragraph 365, states that 'A case manager will lead any investigation. This will either be the head teacher or principal, or, where the head teacher is the subject of the allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor'.

1.7. [Updated] Professional Development and Training

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years (19 at Rosehill) need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

Staff members and volunteers will undergo appropriate safeguarding and child protection training which equips them to recognise and respond to pupil welfare concerns. Mandatory safeguarding training will take place at induction, and will be updated on a regular basis across the year, and/or whenever there is a change in legislation. The induction training will cover:

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

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

- Introduction to Safeguarding and Child Protection training: Refreshed **within every three years**, as agreed with Nottingham City Safeguarding Partners (available through the Safeguarding in Education Service [Safeguarding Training - Nottingham City Council](#))
- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through Educare
- Sexual abuse – staff meeting/ Governors meeting
- Domestic Violence – safeguarding INSET
- Honour based violence – Safeguarding INSET
- CSE – safeguarding toolbox talk
- FGM and PREVENT awareness training - Police Workshops/ INSET/ Twilights
- Updated online safety training - safeguarding toolbox talk/ INSET/ Staff meeting
- Ongoing training through tool box talks, staff meetings and briefings i.e., quizzes
- Sexual abuse – safeguarding staff meeting
- DSL attend termly network meetings
- DSL update training

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The Lead DSL and deputy DSLs will undergo formal training to provide them with the knowledge and skills required to carry out the role (including online safety). The training will be refreshed every two years (statutory requirement) or equivalent annual update training.

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

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

Other Training Considerations:

- Designated Safeguarding Lead training: refreshed **every two years** (statutory requirement) or equivalent annual update training.
- Safer recruitment training: has been completed by members of the SLT and SBM. This is completed via Educare/ on-line NSPCC.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care
- The mental health lead has access to appropriate training
- Training around safeguarding topics in Annex B will be integrated, aligned, and considered as part of a whole school safeguarding approach
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling
- Autism awareness training will form part of the school's induction, and ongoing training schedule.

All staff and the Governing body should be open to new learning and keep up to date with changes made to national and 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 Children Safe as outlined in Keeping Children Safe in Education 2024. A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriate and demonstrates how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in KCSIE. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

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

1.8. [Updated] Safeguarding/ Prevention in the Curriculum

KCSIE 2024, states that 'preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain...'

Rosehill School is dedicated to ensuring that all pupils are taught about safeguarding, including online safety. We recognise that a one size fits all approach will not be appropriate for our learners, and a more personalised and

contextualised approach for more vulnerable learners, victims of abuse and some SEND CYP might be needed.

[This is part of our broad and balanced curriculum](#) which includes:

- The school will help pupils to develop their awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- **[Updated]** Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#);
- Through PSHE, Computing and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.
- **[Updated]** The following areas are addressed within PHSE, ICT and in the wider curriculum as appropriate: Bullying, including cyber-bullying, child on child abuse, ESafety, road, fire and water safety, domestic abuse, child sexual exploitation (CSE)- online and offline, Honour based abuse and forced marriage, FGM, Radicalisation and extremism (Educate Against Hate). This include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.
- The PSHE programme *in each key stage* also provides personal development opportunities for pupils 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
 - use assertiveness techniques to resist unhelpful pressure
 - how to keep safe on-line
 - the risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\) \(Last updated January 2024\)](#)
- Through assemblies, they explore key areas such as self-esteem, emotional literacy, 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 an increase in mental health concerns).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- All pupils can inform the curriculum via discussions with the Student Council and Class Ambassadors. <https://www.therosehillschool.com/school-council-primary-parliament-social-action-pr/>
- Appropriate filters and monitoring systems are in place.

1.9. **[Updated]** Safe Environments – Pupils are Safe and Feel Safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

[Updated] School will therefore ensure that:

- There is an ethos where pupils feel secure and are encouraged to talk and are listened to, taken seriously, and responded to appropriately is established and maintained.
- Pupils are involved in the decision-making which affects them.
- Pupil feedback is regularly gathered and used by leaders to establish any changes.
- Pupils 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 pupils with the skills they need to stay safe from abuse are provided.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's 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 pupils lead to an increased risk of neglect and/or abuse.

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

1.10. [Updated] Working with Parents/ Carers

- Parents and carers play an important role in protecting their children from harm.
- **[Updated]** In most cases, the school will discuss concerns about a pupil with the family and, where appropriate in line with guidance, seek their agreement to make a referral to City MASH.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues. Where appropriate a child may be asked for their consent.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils.

The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

1.11. [Updated] Working with Partners

[Updated] Rosehill School invests time and other resources in partnership activity and this investment is aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of our partnership work include:

- RSE Day - Celebrating Relationships and Sex Education in schools by working with the Local Authority and other schools to promote RSE.
- Knife Crime workshops – Working with the Police to deliver Knife Crime/Gun Crime workshops to pupils/parents.

- NSPCC sessions – Delivering sessions/ using resources from the NSPCC.
- Here to Help Fayre/ Transitions Fayre – Annual fayres arranged by the school to promote local and wider services for families.

See section 2.10 for Multi-Agency working.

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

Safer Recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check (children and adults) with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age and young people (18 and 19) in the school.

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

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

Volunteers

All volunteers working with the school will be risk assessed and will undergo checks commensurate with their work in the school, their contact with CYP and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

Staff Suitability

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

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

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue

working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing Suitability

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

Referral to the DBS

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

[Updated] *Single Central Record*

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. All members of the Governing body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e., all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received. Written confirmation that supply agencies have completed all relevant checks will also be included.

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

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

Part 2 – Procedures

2.1. **[Updated]** Specific Safeguarding Issues

Appendix D of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues. These topics are themes that can impact on CYP and families. There are specific areas of safeguarding that the school has statutory responsibilities to address, which in some cases, are hyperlinked:

[Domestic abuse](#)

[Homelessness](#)

[Children absent from education](#)

[Child abduction and community safety incidents](#)

[Child criminal exploitation \(CCE\)](#)

[Cyber-crime](#)

[Child sexual exploitation \(CSE\)](#)

[Modern slavery](#)

[FGM](#)

[Forced marriage](#)

[Radicalisation](#)

[Pupils with family members in prison](#)

[Pupils required to give evidence in court](#)

[Mental health](#)

[Serious violence](#)

[Sexual Violence and Sexual Harassment in Schools](#)

[Child on Child Abuse](#)

[Neglect](#)

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (Annex B); and the [NSPCC website - Types of Abuse; Appendix C, Indicators of abuse and Neglect](#).

Context of Safeguarding Issues

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to social care.

2.2. **[Updated]** Abuse and Neglect

All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

- For the purposes of this policy, “abuse” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g., via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

- For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.
- For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.
- For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

[Updated] All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the Lead DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

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

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

For further information, see [Appendix C - Indicators of Abuse and Neglect](#).

2.3. Children in Care (CIC) and Children Previously in Care (CPIC) (To be read in conjunction with the schools LAC Policy)

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together.

To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead for children in care who is: **Tamara Riddell**

Our designated lead will:

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

2.4. Private Fostering

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

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

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

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

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

2.5. [Updated] Particularly Vulnerable Groups

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. This means they can be particularly vulnerable. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a CYP such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (Nottingham City Safeguarding Partners)

procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

At Rosehill School, we recognise that some pupils with protected characteristics may require reasonable adjustments and positive action to be taken to deal with particular disadvantages which may affect them.

Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below. Refer back to [2.1. for specific safeguarding issues](#) which will link with [Appendix D, providing more details around key areas.](#)

Pupils who Need Social Workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g., responding to unauthorised absence, and promoting welfare, e.g., considering the provision pastoral or academic support.

Home-Educated Children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Children in Care/ Children Previously in Care

Children most commonly become looked after/in care because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Children previously in care, also known as care leavers, can also remain vulnerable after leaving care.

The Governing Body will ensure that staff have the skills, knowledge and understanding to keep CIC/CPIC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e., whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for CPIC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's Children in Care/ Previous Children in Care Policy

LGBTQ+ Pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils Requiring Mental Health Support

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

[Updated] Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the SENCo and relevant outside agencies e.g., Education and Health Care Plan.
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability.
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors **will always be taken into consideration**. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's Senior Leaders/SENDCo, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

Identifying Safeguarding Issues for CYP on the Autism Spectrum

If indicators of abuse are apparent and/or if staff have any concern about a child's welfare, they should always report and discuss their concerns with a DSL immediately.

Autism is recognised as a disability, and some disabled children and adults may be more vulnerable to abuse than non-disabled people. This may be because some people on the autism spectrum can experience differences, or have difficulty understanding other people's motives. Some may also be less able to recognise or report abuse.

The school recognises that some of the pupils attending Rosehill may face additional safeguarding challenges. Staff will be aware of the following:

- Some pupils may find it difficult to tell someone that they are experiencing abuse, particularly if they have communication difficulties. Pupils with an advanced vocabulary may also find it difficult. Staff at Rosehill will use a wide range of communication strategies (i.e., symbols/signing) to support their needs.
- It should never be assumed that a CYP's behaviour relate only to their disability. Behaviours such as self-harm or withdrawal from social situations, must be recorded and reported to a DSL immediately, and must not be ignored.
- Even subtle changes in behaviour may be a pupil communicating that something is wrong and/or that they are being abused. It is important to be aware of changing patterns of behaviour, and to identify the cause. Such behaviour must be recorded and reported to a DSL, and must not be ignored.

- Where a pupil experiences physical and/or psychological injury as a consequence of distress/anxiety/dysregulation, it may be considered neglectful not to pursue reasonable interventions to support them to manage these. The school will work closely with parents/carers and other professionals/agencies to explore and implement meaningful, appropriate and personalised interventions to support individuals.
- CYP on the autism spectrum can sometimes experience behaviour that challenges and can be consequently vulnerable to imposed interventions that are inappropriate, disproportionate or abusive. Staff will follow the school's positive behaviour management approaches and policies at all times, and work with parents/carers and other agencies to explore and plan support as required.

The best outcomes should be achieved when staff and DSLs explore all aspects carefully and thoroughly, and plan, and agree actions accordingly, taking the pupils views, wishes and feedback into consideration.

Identifying and Monitoring the Needs of our Pupils

DSLs will regularly review and monitor all pupils attending the school. This will include reviewing attendance data with the Attendance Champion, behaviour data, attainment data and, and for some pupils, safeguarding records. This is to ensure that:

- For those most vulnerable, proportionate and early interventions can be taken to promote the safety and welfare of the CYP and prevent escalation of harm.
- Information about vulnerable pupils is shared with teachers and relevant staff to promote educational outcomes.
- Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour/sensory needs.

2.6. [Updated] Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

We recognise that any child may benefit from early help. As noted on page 10 of KCSIE 2024, all staff should be particularly alert to the potential need for early help for a child who:

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

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

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

[New] Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

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

2.7. **[Updated]** Reporting Concerns About Pupils to the Designated Safeguarding Leads

Any concern should be discussed in the first instance with the Designated Safeguarding Lead or Deputy Leads in their absence, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded on MyConcern.

Immediate Response to the Pupil

At Rosehill School pupils can raise their concerns by talking to a teacher or DSL, and they will be treated seriously.

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made
- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
- use open questions such as "is there anything else you want to tell me?" or "yes?", "and?"
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

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

Recording Information on MyConcern

All concerns MUST be immediately reported to a DSL and logged on MyConcern.

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

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included. This should be uploaded onto MyConcern.
- If it is observation of bruising or an injury try to record detail, e.g., "right arm above elbow". Do not take photographs. Use the body map on MyConcern.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- All verbal conversations, body maps, communications from pupils, should be promptly recorded using MyConcern.

Supporting Pupils

- The staff and governors recognise that a CYP who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances' pupils might feel helpless and humiliated, and that they might feel self-blame.
- As outlined above, we recognise that any child may benefit from early help. See section 2.6 for further details.
- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- As outlined above, staff have an understanding that pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the SENCo and relevant outside agencies e.g., Education and Health Care Plan.
- We are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have concerns about a child's mental health immediate action should be taken in line with safeguarding policy. (KCSIE 2024 Page 16 and 17 Paragraphs 43-45). Advice and guidance are available: www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- The school will support all pupils by discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Threshold of Need. Where a child is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider other alternatives, which may include seeking specialist support.

Confidentiality

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

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

Staff must be aware that:

- They cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.
- Where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage, with consent from the parents/carer where this does not compromise the safety of the child or cause further risk. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

2.8. **[Updated]** Managing Referrals/ Consent

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services. Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared. Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the 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.

Circumstances may include:

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

Permission to share information with the City MASH should always be sought from an adult with parental responsibility for the child / young person 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 GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSIE 2024, Page 19, paragraph 55).

Further details on information sharing can be found: [Working Together to Safeguard Children 2023, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.](#)

2.9. **[Updated]** Confidentiality and Sharing Information

[Updated] The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils’ needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and

shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs. The DSL will decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

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

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018. Information sharing is guided by the following principles. The information is:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely; and
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

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

The Governing Body and school leaders understand they have a pivotal role to play in multiagency safeguarding arrangements and will ensure that the school contributes to multiagency working, as part of its statutory duty, in line with statutory guidance Working Together to Safeguard Children 2023. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

[New] The school will reflect the DfE's expectations (Working Together 2023, page 18, paragraph 27) to secure strong multi-agency working by:

- **Collaborating with services to achieve shared goals and share information:** practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided
- **Learning from evidence and sharing perspective to evaluate provision:** practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes
- **Resources - Prioritising and sharing resources depending on pupils' needs:** practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work
- **Inclusion - Celebrating inclusivity and diversity and challenging discrimination:** practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect
- **Mutually and constructively challenging other's assumptions in a respectful manner:** practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

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.

Rosehill school is aware of and will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The Governors understand the local criteria for action and the local protocol for assessment and ensure they are reflected in the schools' own policies and procedures. They are 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.

<https://www.npcc.police.uk/search?q=when+to+report+to+police>

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

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

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

<https://www.therosehillschool.com/policies/>

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

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

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

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer

working checks in accordance with the relevant statutory guidance. Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process.

2.12. Concerns About School Safeguarding Practices

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

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

2.13. [Updated] Responding to Allegations of Abuse Made Against Professionals

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Management of Allegations Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Management of Allegations Policy. Allegations that meet the harms threshold include instances where staff have:

- 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 in a way that indicates that he or she may pose a risk of harm to children and/or
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

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

- Safeguarding concerns and allegations about staff, including supply teachers, volunteers and contractors should be reported immediately to the **Headteacher**.
- Where the allegation relates to the Headteacher it should be reported to the **Chair of Governors** or equivalent.
- **The Local Authority Designated Officer (LADO)** should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- If an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Keeping Children Safe in Education states that 'concerns and or allegations that do not meet the harm threshold' advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

Low-level concerns will be handled in line with the schools' Managing Allegations Against Staff and Low-Level Concerns: Appendix to Procedures provided by Nottingham City LA.

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

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

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

Actions to Take

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

2.15. Children Absent from Education (To be read in conjunction with the Attendance Policy)

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with Rosehill School's attendance procedures and the Children Absent from Education Policy.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more

Rosehill School will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Nottingham City Council Child Missing from Education service](#).

The school will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

2.16. Elective Home Education (To be read in conjunction with the Admissions Policy)

Rosehill School will notify the Local Authority of every pupil where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

2.17. Responding to Incidents of Child-On-Child Harm (See hyperlink to further guidance)

There is flow diagram in Appendix A that illustrates this section.

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child’s safeguarding/ child protection file.

At Rosehill School:

- We have a ‘zero tolerance’ approach to abuse. Incidents are taken seriously. All staff will understand the importance of challenge inappropriate behaviour between CYP, and will not tolerate abuse as “banter” or “part of growing up”.
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.
- All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.
- All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Rosehill School will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other CYP affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;

- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the CYP wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for confidentially reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe, as reflected in [See Section 2.7- response to pupils.](#)

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-Child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

Actions to Take in Relation to Sexual Violence and Sexual Harassment

Rosehill School will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the Lead DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take.
- Records will be recorded on MyConcern.
- DSLs will take **proportionate** action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.10 - Multi-Agency Working section.](#)
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\).](#)
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly. These should involve the child and parents/carers and address contextual risks.

Contextual Safeguarding Approach to Child-on-Child Harm

Rosehill School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSLs will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.18. Mental Health and Wellbeing

[A flow diagram is available in Appendix B to illustrate this section.](#)

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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, and or may require early help support. Rosehill School will commit to undertake the following:

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of all pupils. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that pupils can report and share concerns in line with of this policy – [See Section 2.7- response to pupils.](#)
- Staff will follow a safeguarding process in terms of reporting concerns outlined in [Section 2.7/ Appendix B](#) so the DSL/Deputy DSLs can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the pupil is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.10- Multi-Agency Working.](#)
- The setting will communicate and work with the pupil and parents/carers to ensure that interventions are in the best interests of the CYP.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.
- DSLs and the SLT should be able to access specialist advice through targeted services or through their locality.

Contextual Safeguarding Approach to Mental Health

Rosehill School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The school will take a 'whole school approach' to:

- Deliver high quality teaching around mental health and wellbeing on the curriculum.
- Having a culture that promotes mental health and wellbeing.
- Having an environment that promotes mental health and wellbeing.
- Making sure pupils and staff are aware of and able to access a range of mental health services.
- Supporting staff wellbeing.
- And being committed to pupil and parent participation.

2.19. [Updated] Online Safety and Personal Electronic Devices (To be read in conjunction with the Schools E-Safety Policy)

It is essential that CYP are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in

their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Rosehill School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in [Section 2.17 Responding to incidents of child-on-child harm](#) and read in conjunction with Rosehill School's policy for the use of Mobile Phones and Cameras.
- Provision of education via remote learning will comply with governmental advice.
- The effectiveness of the setting's ability to safeguarding pupils in respect to filtering and monitoring, information security and access management alongside the above will be regularly reviewed.
- ***The school is a 'No Phone Zone'.***

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.
- The filtering and monitoring systems in place and how to escalate concerns where they are identified.
- Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

When CYP use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, see e-safety policy. We acknowledge that many pupils may have access to the internet using their own devices and therefore our wider curriculum and linked policies (for example mobile phone policy) ensure that pupils have an awareness and understanding of online risks.

Governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness with clear identified role and responsibilities for all involved in this area of safeguarding.

At Rosehill School, we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication '*Meeting digital and technology standards in schools*' [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#) (www.gov.uk)

Further information regarding the school's approach to online safety can be found in the [E-Safety Policy](#)

Please also see the schools Information Filtering and Monitoring Policy.

Communicating with Parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use. The school will also make it clear to parents what their children are being asked to do online for school.

Further information regarding the school's approach to [online safety and resources](#), please see the [school website](#).

Reviewing Online Safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal Electronic Devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the I Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's GDPR and Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g., a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

[New] *Consensual and Non-Consensual Sharing of Incident Images and Videos*

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

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

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>

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

Extracurricular Activities and Clubs

External bodies that host extracurricular activities and clubs at the school, e.g., charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

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

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

2.21. **[New]** Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

[New] Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

2.22. Work Experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

2.23. **[Updated]** Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to observe the school's safeguarding and health and safety regulations.

The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

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

2.24. [Updated] Monitoring and Evaluation

This policy is reviewed at least annually by the DSL and the headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. all members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of the induction programme. ***The next scheduled review for this policy is September 2025.***

Part 3 - Appendices

[Updated] Appendix A - Acronyms

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

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

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

[Updated] Appendix B – Reporting Concerns

- Flowchart for Reporting Safeguarding Concerns - [Click here](#)
- Flowchart for Responding to Mental Health Concerns and Child on Child Abuse – [Click here](#)



Flowchart for Reporting Safeguarding Concerns

Safeguarding Flowchart

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

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

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

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

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

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


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

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

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

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

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

Rosehill School 
**Flowchart for Responding to Mental Health
 Concerns and Child on Child Abuse**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE)

All staff should be aware that children can abuse other children. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse (KCSIE)

There is a concern about a pupil's mental health

You are made aware of an incident or pattern of child-on-child abuse

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one (KCSIE)

Secure the safety of the pupil(s) involved and source support for any other child or young people affected

- Possible examples of child-on-child abuse**
- Bullying (and cyberbullying)
 - Physical abuse
 - Sexual violence and sexual harassment
 - Upskirting
 - Sexting (youth produced sexual imagery)
 - Initiation/hazing type violence and rituals

Record the concern/incident on MyConcern. The Lead DSL and deputies are notified

The concern is reviewed by the Lead DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns

- Additional guidance used to respond to the concern:**
- Mental health and behaviour in schools ([link](#))
 - Promoting children and young people's mental health and wellbeing ([link](#))

- Additional guidance used to respond to the concern**
- Advice for Schools on Responding to Sexting Incidents ([link](#))
 - Sexual Behaviours Traffic Light Tool ([link](#))
 - Preventing and Tackling Bullying ([link](#))
 - NPCC: When to call the police ([link](#))

Concern and need reviewed alongside pupil and family

Concern can be managed internally through setting-based early help, support and signposting

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions

Concern requires additional support from a targeted agency or Primary Mental Health Specialist

Outcomes

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s)

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHS

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed at least every 3 months or on any occasion another concern is raised

[Updated] Appendix C – Indicators of Abuse

All school staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

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

Children with frequent injuries;

Children with unexplained or unusual fractures or broken bones;

Children with unexplained - Bruises or cuts; Burns or scalds; Bite marks.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be able to observe it, for example in the way that a parent interacts with their child.

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

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

Parents or carers blaming their problems on their child; and

Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse: Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or 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 (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

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

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

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 19 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college, or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicious of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

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

- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories); and Sexual identity.

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, because 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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing, or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe; Children who are left hungry or dirty;

Children who are left without adequate clothing, e.g., not having a winter coat;

Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence; Children who are often angry, aggressive or self-harm;

Children who fail to receive basic health care⁴; and

Parents who fail to seek medical treatment when their children are ill or are injured.

[Following this link for the Nottingham City Neglect Toolkit](#)

[Updated] Appendix D - Specific Safeguarding Issues

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g., the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Homelessness

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

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

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

Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more.

The school will follow the DfE’s guidance on improving attendance where there is a need to work with children’s services due to school absences indicating safeguarding concerns.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. At least two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g., home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance. The school will work closely with the CME Team and EWO in all cases and will not remove the child from the register until this has been agreed with the relevant services and LA.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g., where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents

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

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

Child criminal exploitation (CCE)

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

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

Specific forms of CCE can include:

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

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

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

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

County lines

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

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g., knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

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

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

Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e., crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e., crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g., viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

Child sexual exploitation (CSE)

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

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

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g., through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g., they believe they are in a genuine romantic relationship.

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

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy. Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Modern slavery

For the purposes of this policy, "**modern slavery**" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

[Updated] Female Genital Mutilation - Keeping Children Safe in Education 2024, Page 160-162

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

Risk factors for FGM include:

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

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

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

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

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

FGM is included in the definition of **“honour-based' abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.

- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g., to friends or on social media.
- Having a family history of forced marriage, e.g., their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g., depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to C/ASC, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g., referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g., by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

[Updated] Preventing Radicalisation - Keeping Children Safe in Education, Page 156-159

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

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

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counterterrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed

the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. Referrals to Channel are for those who are susceptible rather than vulnerable to radicalisation and being at risk of being drawn into terrorism. Consent is needed for referrals to Channel.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy. Statutory guidance has been published and is available here: <https://www.gov.uk/government/publications/prevent-duty-guidance>

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

Pupils with family members in prison

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

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet ['Going to Court'](#) from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils will be provided with the booklet ['Going to Court and being a witness'](#) from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental health

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

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

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

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

Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.

[Updated] Sexual violence and sexual harassment in schools – Keeping Children Safe in Education, Pages 111-142, paragraphs 453-565

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

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

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

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an

unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

Any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The NSPCC also provides free and independent advice about HSB: [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse. [ECSA Toolkit | Lucy Faithfull Foundation](#)

Contextual Safeguarding Network provides a school self-assessment toolkit and guidance for addressing HSB in schools [Toolkit Overview | Contextual Safeguarding](#)

[Stop It Now](#) - Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

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

[Updated] Child-on-Child abuse - Keeping Children Safe in Education, Page 146

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

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

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

At Rosehill School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

[Updated] Neglect – Keeping Children Safe in Education, Page 11-12 Paragraph 28 and Annex A, Page 145 Paragraph 10

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance <https://www.nottinghamschools.org.uk/leadership-and-management-support/safeguarding/designated-safeguarding-lead-dsl-network/dsl-resources/>

- Nottinghamshire: Pathway to Provision <http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>
- Nottingham City: Threshold of Need [Multi Agency Safeguarding Children Hub \(MASH\) - Nottingham City Council](#)

[Updated] Appendix E - 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.

- [Nottingham City Safeguarding Partners Interagency Procedures and Practice Guidance](#)
[Inter-agency Procedures and Practice Guidance - Nottingham City Council](#)

- [Threshold of Need](#)

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

- [Behaviour and Discipline](#)

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

- [Bullying](#)

[Preventing Bullying](#)

- [Attendance](#)

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

- [Exclusions](#)

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

- [DBS guidance](#)

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated August 2018)

[DBS checks: detailed guidance - GOV.UK \(www.gov.uk\)](#)