Whole School/College

Child Protection Policy

William Lilley Infant and Nursery School

September 2026

Head Teacher/Principal	Mrs S Beardsley
Senior Leader(s) available for contact	Miss T McMahon
Senior Designated Safeguarding Lead	Mrs S Beardsley
Deputy Designated Safeguarding Lead	Miss T McMahon
Additional Safeguarding Leads	Mrs L Abbey Mrs L Cartledge
Designated Teacher for Children in Care	Mrs S Beardsley
Safeguarding Governor	Mrs A Tainton
LA Safeguarding Children in Education Officer	Zain Iqbal - zain.iqbal@nottscc.gov.uk
Local Authority Designated Officer	LADO@nottscc.gov.uk - 0115 804 1272
MASH (Multi-agency Safeguarding Hub)	0300 500 8090
MASH Consultation Line	01159 774 247
Emergency Duty Team Children's Social Care	0300 456 4546 (outside office hours)
Early Help	01158 041 248
Policy approved by the Governing Body	4th September 2026
Date for Review	September 2027

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Section A - Policy Purpose, Scope and Safeguarding Ethos

The purpose of this policy is to explain how **William Lilley Infant and Nursery School** safeguards and promotes the welfare of children, protects them from harm and responds to safeguarding and child protection concerns.

This policy applies to all staff, supply staff, trainee teachers, governors, volunteers and contractors. Visitors and external providers are expected to follow the safeguarding arrangements relevant to their role while on the premises or working with children on behalf of our school.

This policy is informed by Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Nottinghamshire Safeguarding Children Partnership procedures and other legislation and statutory guidance applicable to our school. It should be read alongside the related policies and procedures identified below.

Safeguarding Ethos and Commitment

At **William Lilley Infant and Nursery School**, we are committed to creating a safe, inclusive and nurturing environment in which every child feels valued, respected and able to seek help.

We recognise that children's welfare is paramount and that safeguarding is integral to all aspects of **school** life, including teaching and learning, pastoral care, and extracurricular activities. We aim to foster a culture of openness, trust, and transparency, where safeguarding concerns are taken seriously and responded to appropriately. This is underpinned by our school vision:

"Known, Nurtured and Proud to Succeed"

Safeguarding is everyone's responsibility and is central to leadership, governance, teaching, pastoral care, recruitment, staff conduct and activities taking place on or away from the premises. We maintain an attitude of **"it could happen here"** and promote a culture of vigilance, openness and professional challenge.

We recognise that children may experience harm within or outside their family, within peer groups, in the community or online. We listen to children and consider their needs, wishes, feelings, lived experience and any barriers that may make it more difficult for them to recognise harm, report concerns or access help. Our whole-school approach includes:

- clear leadership, governance and accountability
- accessible systems for reporting concerns
- prompt reporting, recording, referral and escalation
- safer recruitment and appropriate safeguarding arrangements
- staff induction, training and updates
- appropriate online safety, filtering and monitoring
- preventative education and early identification of need
- effective work with parents, carers and safeguarding partners
- regular review of safeguarding information, policies and practice

This commitment underpins our whole-school approach and reflects our belief that every child has the right to feel safe, be heard and receive appropriate help and protection.

All staff must understand their safeguarding responsibilities, follow the procedures set out in this policy and report concerns without delay. The absence of the Designated Safeguarding Lead or a deputy must not prevent or delay appropriate action. Government guidance and advice can be found in What To Do If You're Worried A Child Is Being Abuse.

Staff responsibilities are set out in Section C: Responsibilities of All Staff, and procedures for reporting concerns are set out in Section D: Reporting Safeguarding Concerns.

Reporting Systems for Children

Children are provided with well-promoted, accessible and age-appropriate ways to report safeguarding concerns. They are helped to understand:

- who they can speak to
- how they can report a concern
- that they will be listened to, taken seriously and supported
- what may happen after they report a concern
- what support is available.

Related Policies and Procedures

This policy forms part of the school's wider safeguarding arrangements and should be read alongside other relevant policies and procedures. The following policies contribute to the whole-school approach to safeguarding:

- Accessibility Plan
- Administration of Medicine in Educational Settings Policy 2024
- Anti-Bullying Policy
- Attendance Policy
- Allegations Management Policy
- Behaviour Principles Written Statement
- Capability Policy including Whistleblowing Policy and Staff Discipline, Conduct and Grievance
- Children Absent From School (Missing from Education) **(Appendix 13)**
- Child on Child Abuse Policy - Sexual violence and sexual harassment and response to 'upskirting'
- Child Sexual Exploitation Policy (**Appendix 8)**
- Children with health needs who cannot attend school
- Code of Conduct for Governors
- Complaints' Policy and Procedure Statement
- Confidential reporting and whistleblowing
- Data Protection and information sharing policies
- Disqualification Under Childcare Act (KCSiE)
- Educational Visits and Residential Arrangements
- Elective Home Education
- Employee Code of Conduct
- Equality Policy to include Health and Safety Disability Equality Action Plan and School Access
- Female Genital Mutilation including Honour Based Abuse (**Appendix 12)**

- Guidance for Visitors and VIP guests to the school
- Health and Safety Policy
- Home visits policy
- Information Sharing
- Internet Safety and Acceptable use (including effective filtering and monitoring)
- Intimate Care Policy
- Knife Crime Guidance
- Lettings
- Low Level concerns
- Mental Health and Wellbeing including Early Help, Family Help and Pastoral Support Procedures
- Mental and Physical Health
- NCC and NSCP Neglect Toolkit
- NCC Safeguarding Audit
- Nottinghamshire Safeguarding Children Partnership Policy, Procedures and Practice Guidance
  link: Policy and guidance
- NSPCC advice to protecting children with SEN and deaf/disabled children and young people, links and help line
- Nursery sleep policy
- Photographing and Videoing of Children in School Statement **(Appendix 14)**
- Physical Intervention and Restrictive Practice Policy (Use of Reasonable Force)
- Prevent Duty Risk Assessment and Action Plan
- Prevent Duty and Radicalisation (and Extremism) (**Appendix 11)**
- Private Fostering Guidance for Schools guidance **(Appendix 15)**
- Pupil offsite Policy
- Recruitment and Selection Policy
- Relational Policy (Behaviour)
- Relationships, Sex and Health Education
- Safe use of Children's photographs
- Safer Recruitment and Safer Working Practice
- School information published on a website
- Single Central Record
- Special Educational Needs Policy
- Volunteers, visitor, parent helper in school policy
- Youth Produced Sexual Imagery - Sexting **(Appendix 9)**

Review, Approval and Public Availability

This policy is reviewed at least annually and updated sooner where required by changes to legislation, statutory or local guidance, our safeguarding arrangements or learning from practice.

The governing body seeks assurance that the policy is understood and effective in practice and does not treat annual review and approval solely as a procedural exercise.

The policy is:

- made available to all staff and included within safeguarding induction
- communicated to staff whenever it is updated
- published on the school's website or made available by other appropriate means
- communicated appropriately to parents and carers

Our school will ensure that superseded versions are removed from staff systems, induction materials and policy collections, while retaining previous versions in accordance with its document-retention arrangements

Section B - Statutory and Local Safeguarding Framework

Our safeguarding arrangements are informed by national legislation, statutory guidance and Nottinghamshire's local multi-agency safeguarding procedures. Together, these establish the responsibilities and standards that we must follow to safeguard and promote the welfare of children.

Statutory Guidance

This policy has been developed with regard to:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Working Together to Improve School Attendance
- What to do if you're worried a child is being abused
- Early Years Foundation Stage statutory framework, where applicable
- other statutory guidance relevant to our school's legal status, age range and provision

Legal Responsibilities

Our safeguarding responsibilities arise from legislation and regulations which include, where applicable:

- the Children Acts 1989 and 2004
- the Education Act 2002
- the Education (Independent School Standards) Regulations 2014
- the Non-Maintained Special Schools (England) Regulations 2015
- the Education and Training (Welfare of Children) Act 2021
- the Childcare Act 2006 and relevant disqualification regulations
- the Counter-Terrorism and Security Act 2015
- the Domestic Abuse Act 2021
- the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- the Human Rights Act 1998 and Equality Act 2010
- legislation concerning specific safeguarding duties, including female genital mutilation

Other legislation and regulations may apply according to our school's legal status and the services it provides. The governing body is responsible for ensuring that our school's safeguarding arrangements comply with the law and have regard to relevant statutory guidance.

Nottinghamshire Safeguarding Arrangements, Local Thresholds and Referrals

At **William Lilley Infant and Nursery School** we follow the multi-agency safeguarding arrangements, procedures and guidance published by the Nottinghamshire Safeguarding Children Partnership. We use

Nottinghamshire's current threshold criteria and referral pathways to consider what help or protection a child may need.

A Family Help assessment is not required before making a referral to children's social care.

Detailed reporting and referral procedures are set out in Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals. The continuum of support and protection is explained in Section E: Continuum of Help and Protection.

We will use Nottinghamshire's professional challenge and escalation procedures where concerns are not adequately addressed, or a child's circumstances are not improving.

Further information: Nottinghamshire Safeguarding Children Partnership procedures, Nottinghamshire Framework for Support and Nottinghamshire MASH referral arrangements

Section C - Safeguarding Leadership, Governance and Responsibilities

At **William Lilley Infant and Nursery School**, safeguarding is a shared responsibility supported by clear leadership and effective governance. Everyone working in or on behalf of our school must act on concerns and must not assume that another person will take action or share information that may be critical to keeping a child safe.

Governing Body

The governing body has strategic leadership responsibility for safeguarding. It will ensure that:

- safeguarding policies, procedures and training comply with the law and are effective in practice;
- a senior member of staff is appointed as DSL and appropriately trained deputies provide effective cover
- the DSL and deputies have the authority, time, funding, training, resources and support required
- children have accessible and well-promoted ways to report concerns
- appropriate safer recruitment, online safety and allegations-management arrangements are maintained
- safeguarding arrangements meet the needs of children who may be at greater risk of harm
- leaders provide sufficient information and assurance to support effective scrutiny and improvement

The appointed safeguarding governor supports strategic oversight but does not remove responsibility from the governing body as a whole.

Headteacher

The Headteacher is responsible for implementing the safeguarding arrangements agreed by the governing body. They will:

- promote a culture in which safeguarding is everyone's responsibility
- ensure that staff understand and follow this policy
- ensure that concerns are reported, recorded and acted upon promptly
- support the DSL and deputies and maintain effective safeguarding cover
- ensure that staff and other relevant adults receive appropriate safeguarding induction and training

- oversee the implementation of safer recruitment and safeguarding procedures
- keep the governing body or proprietor informed about safeguarding risks, practice and required improvements

Where the Headteacher or Principal is also the DSL, sufficient time and resources will be provided for both roles and appropriate arrangements must manage any conflict of interest.

Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection. The DSL will:

- advise and support staff and coordinate the response to safeguarding concerns
- make or support referrals and liaise with children's social care, police, health and other services
- understand Nottinghamshire's thresholds, referral pathways and escalation procedures
- contribute to Family Help, statutory assessments, child protection processes and multi-agency meetings
- promote lawful and timely information sharing and maintain secure child protection records
- ensure that staff understand how to report concerns and make direct referrals
- consider children's wishes, feelings, lived experiences and additional barriers to receiving help
- work with the Designated Teacher, SENCO, senior mental health lead and other relevant professionals
- advise leaders and governors about safeguarding risks, patterns and required improvements.

The DSL will be available during school hours for staff to discuss safeguarding concerns. Where this is not possible, the agreed safeguarding cover arrangements will apply.

Detailed procedures for responding to concerns, making referrals and coordinating support are set out in Section D: Recognising, Reporting and Recording Concerns and Section E: Early Support, Family Help and Child Protection.

Further information: KCSIE 2026, Annex B – Role of the DSL

Deputy DSLs and Safeguarding Cover

Deputies are trained to the same standard as the DSL and may undertake delegated safeguarding activities. When the DSL is unavailable:

- staff should report concerns to a deputy DSL
- concerns must continue to be reviewed and acted upon without delay
- urgent action or referral must not wait for the DSL's return

Any member of staff may make a direct referral or contact the police where necessary. An untrained senior leader does not automatically assume the role of the DSL or a deputy.

Designated Teacher for Looked-After and Previously Looked-After Children*

For consistency with statutory guidance, this policy will use the terms "Looked-After Children" and "Previously Looked-After Children" to remain in line with KCSIE 2026. Nottinghamshire uses the term,

"Children We Care For" for "Looked-After Children". As of publishing, both sets of terminology will be in use until the previous terms are phased out nationally.

The Designated Teacher will work with the DSL, SENCO, Virtual School, social workers, carers and other professionals to promote children's educational achievement, welfare and safety. They will contribute to Personal Education Plans, ensure relevant staff understand the child's needs and support appropriate information sharing during transitions.

Further safeguarding considerations for looked-after and previously looked-after children are set out in Section F: Looked-After and Previously Looked-After Children.

Further information: Designated teacher for looked-after and previously looked-after children

Responsibilities of All Staff

All staff must maintain an attitude of **"it could happen here"** and act in the best interests of the child. They must:

- read and understand KCSIE 2026, this policy and other safeguarding information relevant to their role
- know who the DSL and deputies are and understand the safeguarding cover arrangements
- recognise, report and record concerns without delay
- listen to children and take their concerns, wishes and feelings seriously
- act immediately where a child is in danger or significant harm is suspected
- make a direct referral where necessary and not allow the absence of the DSL to delay action
- share relevant information appropriately and never promise to keep a safeguarding disclosure secret
- report concerns about adults and unsafe safeguarding practice;
- complete safeguarding training and updates appropriate to their role

Multi-Agency Working

William Lilley Infant and Nursery School will work with safeguarding partners and other agencies to help, support and protect children. We will share relevant information, contribute to assessments, plans and meetings, complete agreed actions and respond promptly to requests.

Where concerns remain or progress is insufficient, staff will seek feedback and use Nottinghamshire's professional challenge and escalation procedures.

Our contribution to Early Help, Family Help and statutory plans is explained in Section E: Multi-Agency Plans and Review.

Section D - Recognising, Reporting and Recording Concerns

At **William Lilley Infant and Nursery School**, staff must report safeguarding concerns without delay, even where information is limited or they are uncertain whether harm has occurred.

Staff should be alert to changes in a child's behaviour, presentation, wellbeing, attendance, relationships, progress, health, online activity or wider circumstances. Concerns may arise within or outside the family, within peer groups, in the community or online, and different forms of harm may overlap.

Staff must remain professionally curious and avoid assumptions based on a child's characteristics, needs or behaviour.

Responding to a Disclosure

If a child shares a concern or discloses abuse, neglect or exploitation, staff should:

- listen calmly, give the child their full attention and allow them to speak at their own pace
- use open prompts only where clarification is necessary and avoid leading, investigative or repeated questions
- reassure the child that they have done the right thing and explain that information must be shared with those who can help
- never promise confidentiality, make judgements or confront the person alleged to have caused harm
- not ask the child to write a statement, sign notes or repeat their account unnecessarily
- record the child's words, wishes and feelings as accurately as possible
- report the concern to the DSL or a deputy immediately

Staff must not investigate the concern themselves or confront the person alleged to have caused harm.

Where a concern involves nudes or semi-nudes, including AI-generated or altered imagery, staff must not intentionally view, copy, print, forward, save or ask the child to share the imagery. The concern must be reported to the DSL immediately. Where a concern involves harmful digital material, staff must also follow Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

Further information about recognising abuse, neglect and exploitation is available in What to do if you're worried a child is being abused: advice for practitioners and through the NSPCC**.**

Reporting Safeguarding Concerns

Staff must report concerns to the DSL or a deputy without delay using the school's agreed procedure:

We follow clear procedures for reporting, recording, and escalating concerns in line with statutory guidance and local protocols. A flowchart showing the reporting process can be seen within **Appendix 1**

An electronic or written record does not replace the need to speak directly to the DSL or a deputy where a concern is urgent.

If the DSL is unavailable, staff must follow Section C: Deputy DSLs and Safeguarding Cover. The absence of the DSL or a deputy must not delay action.

Any member of staff may make a direct referral to children's social care where necessary. Staff should inform the DSL as soon as possible after making a direct referral, unless there is a valid reason not to do so.

Immediate Danger and Referrals

Where a child is in immediate danger or requires urgent protection, staff must contact the police on **999** and make an immediate referral to children's social care where appropriate.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to Nottinghamshire MASH without delay.

A Family Help assessment is not required before making a referral. Seeking advice, consulting the DSL or attempting to obtain consent must not delay protective action.

The available support and statutory pathways are explained in Section E: Continuum of Help and Protection.

Recording Concerns, Decisions and Actions

All safeguarding concerns, discussions, decisions, actions and outcomes must be recorded promptly. Records should include:

- the child's identifying details and the date, time and context of the concern
- a clear and factual account, including the child's own words, wishes and feelings where possible
- relevant observations, including the location and appearance of any injury
- the name and role of the person making the record
- when and to whom the concern was reported
- advice received, action taken and decisions made
- the outcome and arrangements for follow-up or support

Records should distinguish between fact, observation, professional opinion and information provided by another person.

Staff must not photograph a child's injury, mark or physical indicator for safeguarding-recording purposes. A body map must be used only to record the location and observable appearance of an injury. Staff must not attempt to diagnose the injury, estimate its age or speculate about how it occurred. Photographs required for evidential, forensic or medical purposes should normally be taken by appropriately trained police, medical or other authorised professionals.

Child protection records must be confidential, securely stored and kept separately from the main pupil or student record. Access should be restricted to those who need the information to safeguard or support the child.

Confidentiality and Information Sharing

Staff must maintain appropriate confidentiality but must never promise to keep safeguarding information secret.

Timely information sharing is essential to identifying need, assessing risk and protecting children. Staff must not assume that another person or agency will share information that may be critical to keeping a child safe.

Information will be shared lawfully, promptly and proportionately where necessary to safeguard or promote a child's welfare. Consent is not always required where another lawful basis applies, and data protection law must not prevent or delay safeguarding action.

Where safe and appropriate, children and parents or carers will be informed about what information will be shared, with whom and why. Information may be shared without their knowledge or consent where seeking consent could increase risk, prejudice an investigation or cause unjustified delay.

Decisions to share or withhold information and the reasons for them will be recorded.

Consent for Early Help and Family Help is addressed in Section E: Consent and Working with Families.

Further guidance: Information sharing advice for practitioners and Data Protection in schools

Referral Feedback and Escalation

Children's social care should acknowledge a referral and decide the next course of action within one working day. The referrer should follow up if appropriate feedback is not received.

Where the response does not address the concern, or the child's circumstances are not improving, we will use Nottinghamshire's professional challenge and escalation procedures. Staff must continue to report new information while awaiting a response.

Referral to another agency does not end our responsibility to safeguard and support the child.

Transfer of Child Protection Records

When a child moves school or college, the DSL will transfer the child protection file securely and separately from the main pupil record within five days of an in-year transfer or; within the first five days of a new term.

Confirmation of receipt must be obtained. Relevant safeguarding and risk information will be shared in advance where necessary to enable the receiving school to assess risk and arrange support.

We will retain a record of the transfer in accordance with our retention procedures.

Support Following a Safeguarding Concern

We recognise that disclosures and safeguarding processes may be distressing. We will consider appropriate pastoral, therapeutic or specialist support, safety planning, reasonable adjustments and staff wellbeing support according to individual need.

Support will be reviewed as circumstances change and will not replace any required referral, investigation or protective action.

Section E - Early Support, Family Help and Child Protection

At **William Lilley Infant and Nursery School**, we recognise that children and families should receive the right help at the right time. We will identify additional needs early, provide support within our school where appropriate and work with other services when a coordinated or statutory response is required.

Support will be based on the child's needs and circumstances. It will not delay a referral to children's social care where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Immediate safeguarding concerns must be reported in accordance with Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals.

Continuum of Help and Protection

The support available to children and families may include:

- pastoral support within our school
- universal services and community-based early help
- targeted support through Nottinghamshire Early Help services or Family Help
- support for a child in need under section 17 of the Children Act 1989
- child protection action under section 47 of the Children Act 1989

The level of support may change as needs increase, reduce or become better understood. Staff must continue to report new or escalating concerns and must not assume that existing support or agency involvement means that further action is unnecessary.

Pastoral and Community-Based Support

Where needs can be met safely within our school or through universal services, support may include:

- pastoral care and regular contact with a trusted adult
- attendance, behaviour, SEND or mental health support
- reasonable adjustments and individual support plans
- help from health, family, community or voluntary services
- advice or support through Nottinghamshire Family Hub Networks

Support should have clear aims and be reviewed to determine whether it is improving the child's circumstances. Where needs are increasing, support is ineffective or safeguarding concerns arise, the DSL should consider additional help or referral to children's social care.

Early Help and Family Help

Staff should be alert to children and families who may benefit from coordinated help. This may include circumstances involving absence from education, SEND or health needs, mental health, domestic abuse, family difficulties, caring responsibilities, exploitation or several needs which cannot be addressed effectively by one service.

The DSL will use Nottinghamshire's current threshold guidance and may consult the Early Help Unit or other relevant services.

Family Help brings services together through a coordinated assessment and plan. Education staff may be asked to contribute information, attend meetings, complete agreed actions, review progress or act as lead practitioner where appropriate and supported by local arrangements.

A consistent relationship with the child and family should be maintained wherever possible as their needs change.

Further information and local support can be sought through the Family Hub Networks.

Consent and Working with Families

Early Help and targeted Family Help are voluntary and should be undertaken with the family's consent. The child and family should understand:

- what support is being offered and why
- what information will be shared
- which practitioners or services will be involved
- how progress will be reviewed

If consent is refused, the DSL will consider why support has been declined, whether needs can be addressed in another way and whether the level of concern requires referral to children's social care.

Consent is not required before making a child protection referral or where another lawful basis permits information sharing. Refusal of support must not delay action where a child may be at risk of harm.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Family Help Assessments and Plans

Where Family Help is appropriate, the assessment and plan should be child-centred, proportionate and informed by the family's strengths and needs. It should:

- reflect the child's wishes, feelings and lived experience
- consider the needs of other children and adults within the family
- identify risks, strengths, needs and desired outcomes
- set out the support to be provided and who is responsible for each action
- include clear review arrangements
- be updated when circumstances or risks change

A Family Help assessment is not required before making a referral to children's social care.

Family Networks and Family Group Decision-Making

Where safe and appropriate, the child's wider family network may be involved in identifying support and developing a plan. This may include family group decision-making or a family group conference.

The child's welfare and best interests remain central. Family involvement must not delay protective action or result in information being shared with a person who may place the child or another person at greater risk.

Children in Need

Under section 17 of the Children Act 1989, a child may be considered in need where they are unlikely to

achieve or maintain a reasonable standard of health or development without services, or where they are disabled. Where children's social care undertakes a section 17 assessment or provides support, we will:

- share relevant information
- contribute to assessments, plans and reviews
- carry out agreed actions
- monitor the child's attendance, presentation, welfare and progress
- report new or escalating concerns promptly

Subject to local arrangements, an appropriately skilled practitioner who is not a social worker may act as the lead practitioner for support under section 17.

Child Protection

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to Nottinghamshire MASH without delay. We will cooperate with child protection enquiries and processes by:

- providing relevant information promptly
- attending strategy discussions, child protection conferences, core groups and reviews
- contributing informed reports and professional views
- completing agreed actions within the required timescale
- supporting the child within our school

Section 47 enquiries and child protection plans must be led by a qualified social worker. Our involvement will continue for as long as help or protection is required.

Operation Encompass

We receive Operation Encompass notifications where police have reasonable grounds to believe that a child may be a victim of domestic abuse. A child may be affected even where they were not present during the incident or normally live elsewhere. Notifications will be:

- received and stored securely
- shared only with staff who need the information to safeguard or support the child
- considered alongside other information known about the child and family
- used to arrange appropriate safeguarding and pastoral support

An Operation Encompass notification does not replace a referral to children's social care. Where the information indicates that a child may be at risk of harm, we will follow our safeguarding and referral procedures.

Further information about supporting children affected by domestic abuse is set out in Section F: Children Affected by Domestic Abuse.

Multi-Agency Plans and Review

The school will contribute fully to Early Help, Family Help, child-in-need and child protection plans. Staff attending meetings should be appropriately informed and able to contribute to decision-making. We will:

- provide clear, accurate and relevant information

- consider the child's wishes, feelings and lived experience
- complete agreed actions within the required timescales
- maintain appropriate records
- monitor whether support is improving the child's circumstances
- report and escalate concerns where risk increases or progress is insufficient

Referral to another service does not end our responsibility to safeguard, support and monitor the child.

Where concerns remain or progress is insufficient, staff must follow Section D: Referral Feedback and Escalation.

Further information: Working Together to Safeguard Children 2026

Section F - Children Who May Be at Greater Risk of Harm

At **William Lilley Infant and Nursery School,** we recognise that any child may experience abuse, neglect, exploitation or other harm. Some children may face additional risks or barriers that make it more difficult for them to recognise harm, report concerns or receive appropriate help.

Staff will consider each child's individual circumstances, needs and lived experience. Membership of a particular group does not mean that a child is experiencing harm, and support will be based on assessment of the individual child rather than assumptions or stereotypes.

Children with Special Educational Needs, Disabilities or Health Conditions

Children with special educational needs, disabilities or health conditions may experience additional safeguarding barriers. These can include:

- assumptions that behaviour, mood or injury relates to the child's needs or condition
- communication difficulties or limited opportunities to report concerns
- difficulty recognising that behaviour towards them is abusive
- increased dependence on adults for care, communication or mobility
- intimate or personal care needs
- social isolation or bullying
- greater exposure to online risks
- a disproportionate impact from harm without outward signs

Staff must remain professionally curious and avoid allowing a child's needs, disability or diagnosis to distract from possible safeguarding concerns. Communication and reporting arrangements will be adapted to the child's needs, and the DSL will work with the SENCO, health professionals, parents or carers and other agencies where appropriate.

Concerns involving a child's medical care, access to essential medication or failure to follow an agreed healthcare plan should be reported to the DSL where they may indicate neglect or another safeguarding concern.

Further information: SEND Code of Practice, Supporting pupils at school with medical conditions and Nottinghamshire SEND local offer

Children with a Social Worker

Children may have a social worker because of safeguarding or welfare needs. Their experiences of abuse, neglect or family adversity may affect their attendance, behaviour, wellbeing, learning and relationships.

The DSL will use relevant information about the child's social worker to inform decisions about safety and support. We will contribute to assessments and plans and report new or escalating concerns promptly.

Staff must not assume that children's social care involvement means that another professional will act.

Further information: Promoting the education of children with a social worker and children in kinship care arrangements

Looked-After and Previously Looked-After Children

Looked-after and previously looked-after children, also referred locally as children we care for, may have experienced abuse, neglect, loss, disruption or trauma and may require additional safeguarding and pastoral support.

The DSL and Designated Teacher will work with social workers, carers, parents, the Virtual School and other professionals to ensure that educational and safeguarding needs are considered together.

For a looked-after child, the DSL should hold details of the child's social worker and the relevant Virtual School Head.

The responsibilities of the Designated Teacher are set out in Section C: Designated Teacher.

Further information: Promoting the education of looked-after and previously looked-after children and Nottinghamshire Virtual School

Children in Kinship Care and Private Fostering Arrangements

Children living in kinship care may require support arising from changes in family relationships, care arrangements or previous experiences. We will respond to individual needs and signpost carers to relevant local support.

A private fostering arrangement occurs when a child under 16, or under 18 if disabled, is cared for by someone who is not their parent or a close relative for 28 days or more.

Staff must report any known or suspected private fostering arrangement to the DSL. We will notify the local authority where required and will not assume that another person has already done so.

Further information: Promoting the education of children with a social worker and children in kinship care arrangements, Nottinghamshire Kinship Support Service, and Private Fostering Procedures

Young Carers

A young carer is a child who provides, or intends to provide, care for another person. Caring responsibilities may affect their wellbeing, attendance, relationships or educational progress.

Staff should report concerns about possible caring responsibilities to the DSL. We will consider appropriate pastoral support, assessment and referral to relevant services.

Further information: Young Carers Notts

Children Absent from Education

Repeated or prolonged absence from education may be an indicator of abuse, neglect, exploitation, mental health difficulties, safeguarding risks within the home or other unmet needs. We will:

- monitor attendance and patterns of absence
- respond promptly to unexplained or concerning absence
- make reasonable enquiries to establish the child's whereabouts and welfare
- consider absence alongside other safeguarding information
- share information and work with parents, carers and relevant agencies
- refer or escalate concerns where the child cannot be located, risk is increasing or circumstances are not improving

Staff must follow our school's attendance and children missing education procedures. Attendance concerns must not be treated solely as an administrative matter where there may be a safeguarding risk.

Further information: Working together to improve school attendance, Children missing education and Nottinghamshire Children Missing Education arrangements

Children Receiving Alternative Provision

The commissioning school retains responsibility for safeguarding a child placed in alternative provision. Before and during a placement, we will:

- obtain written assurance about the provider's safeguarding checks and arrangements
- know where the child is being educated, including any subcontracted or satellite provision
- share relevant safeguarding and risk information
- monitor attendance, welfare, progress and the suitability of the placement
- review the placement at least half-termly
- act immediately where concerns arise, ending the placement if it is no longer safe or suitable

Any change to the provider, location or circumstances of the placement which may increase risk must be considered promptly.

Commissioning, provider-assurance and placement arrangements are set out in Section L: Alternative Provision.

For more information: Alternative Provision - Statutory Guidance

Children Affected by Domestic Abuse

A child may be a victim of domestic abuse where they see, hear or experience its effects, including where they were not present during an incident or normally live elsewhere.

We will consider Operation Encompass notifications alongside other information known about the child and provide appropriate safeguarding and pastoral support. Operation Encompass notification and support arrangements are set out in Section E: Operation Encompass.

For more information: Domestic Abuse Act - Statutory Guidance

Mental Health, Self-Harm and Suicide Risk

Mental health difficulties may indicate that a child has experienced or is at risk of abuse, neglect or exploitation. Concerns involving self-harm, eating disorders, suicidal thoughts or another risk to safety must be reported promptly.

We will consider immediate safety and medical needs, listen to the child, involve parents or carers where safe and appropriate and seek support from relevant health or specialist services.

Where there is an immediate risk to life or serious injury, staff must contact emergency services on **999**. A safeguarding referral will be made where concerns may be linked to abuse, neglect, exploitation or significant harm.

Where there is an immediate safeguarding or child protection concern, staff must follow Section D: Immediate Danger and Referrals.

For more information: Promoting and supporting mental health and wellbeing in schools and colleges, Mental health and behaviour in schools and MHST Support

Children at Risk of Exploitation, Modern Slavery or Serious Violence

Children may be harmed through criminal exploitation, sexual exploitation, county lines, financial exploitation, trafficking, modern slavery, radicalisation or serious violence. Apparent offending or harmful behaviour may be a sign that a child is being groomed, coerced, controlled or exploited. Staff should be alert to indicators including:

- unexplained money, possessions, travel or changes in relationships
- repeated absence or being found away from home or the school
- association with older individuals or controlling peer groups
- threats, intimidation, debt or fear
- carrying weapons or involvement in serious violence
- unexplained injuries or changes in behaviour
- increased secrecy or use of multiple devices or accounts
- concerning online contact or activity

Concerns must be reported promptly. We will consider risks to the child and others, including risks associated with peer groups, transport routes, locations around our school and online environments.

Wider contextual risks and responses are addressed in Section G: Contextual Safeguarding and Extra-Familial Harm.

For more information: Modern slavery: how to identify and support victims, Youth Endowment Fund, Prevent Duty Guidance, Nottinghamshire Child Exploitation Procedures, and Nottinghamshire Prevent Referrals

Children with Protected Characteristics

We are committed to safeguarding practice that is inclusive, anti-racist, anti-discriminatory and culturally informed.

Staff must be alert to bias, stereotyping and adultification, including assumptions that a child is older, more resilient or less in need of protection than they are. Cultural or religious considerations must not prevent professional curiosity or delay action.

Children who are lesbian, gay or bisexual, or perceived to be, may face additional bullying, prejudice or abuse. We will provide a safe environment in which concerns can be reported and support accessed.

Children Questioning Their Gender

Children questioning their gender may experience bullying, distress, social isolation or other safeguarding concerns. Staff will respond sensitively, consider the child's individual circumstances and act in their best interests. Requests for support with social transition will be considered in accordance with KCSIE 2026, applicable legislation and our relevant procedures. Decisions will:

- consider the child's age, needs, wishes, feelings and circumstances
- involve parents or carers unless there is a safeguarding reason not to do so
- involve the DSL where safeguarding considerations arise
- consider relevant professional advice
- be recorded accurately and shared only where necessary
- be reviewed when needs or circumstances change

We will challenge bullying, harassment and discrimination and provide appropriate support to any child who wishes to reconsider or reverse an earlier request.

Further information: KCSIE 2026, Children who are questioning their gender

Individual Support and Review

Children in our school will be offered tailored support that matches their need and circumstance. Support may include a trusted adult, accessible reporting arrangements, pastoral or communication support, reasonable adjustments, an individual safety plan, work with parents or carers and referral to Early Help, Family Help or specialist services.

Support will be reviewed when circumstances or risks change. Staff must continue to report new concerns where a child already receives support or is known to other services.

The available support pathways are set out in Section E: Continuum of Help and Protection.

Section G - Contextual Safeguarding and Extra-Familial Harm

At **William Lilley Infant and Nursery school**, we recognise that children may experience harm beyond their family home, including within peer groups, education settings, neighbourhoods, public places, transport routes and online.

We will consider the people, places and relationships surrounding a child, understand their lived experience and work with children, families and safeguarding partners to identify and reduce risks.

Contextual and Extra-Familial Harm

Extra-familial harm may include:

- child criminal exploitation
- child sexual exploitation

- county lines
- financial exploitation
- serious violence and weapon-related harm
- trafficking and modern slavery
- radicalisation
- abuse within intimate relationships between children
- child-on-child abuse and harmful sexual behaviour
- bullying, harassment and prejudice-based abuse
- grooming, coercion and controlling relationships
- abuse or exploitation facilitated through social media, gaming, generative AI or other technology

Different forms of harm may overlap. A child may experience harm in several contexts or be both harmed by others and involved in behaviour that harms other children. Staff must respond to children as children first. Apparent offending, aggression, absence or other concerning behaviour may indicate that a child is being groomed, coerced, controlled or exploited.

Specific considerations relating to exploitation and serious violence are set out in Section F, and child-on-child abuse is addressed in Section H.

Recognising Contextual Concerns

Staff should be alert to changes or patterns which may indicate extra-familial harm, including:

- repeated or prolonged absence from education or home
- spending time in locations or with people not previously known
- changes in friendships, relationships or peer groups
- unexplained money, clothing, gifts, travel or mobile devices
- unexplained injuries, fear, secrecy or emotional distress
- threats, intimidation, coercion or debt
- carrying or associating with weapons
- concerning use of social media, gaming platforms or multiple accounts
- being collected by unknown adults or travelling unexpectedly
- declining attendance, engagement or educational progress
- concerns affecting several children or linked to the same location, group or individual

These indicators do not confirm that harm has occurred. Staff must report concerns to the DSL so that they can be considered alongside other information known about the child, their peers and the wider context.

Concerns must be reported and recorded in accordance with Section D.

Understanding Our Local Safeguarding Context

Contextual Concerns	How we aim to address it
Child-on-child abuse	• See Child-on-child abuse policy • Anti-bullying policy • Relational policy • Engagement with anti-bullying week

	• Regular staff training • Engagement with Local Authority ESHAWH team • Early Help support • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Curriculum including SCARF, people who help us etc • NSPCC PANTS
Domestic Abuse	• Relational policy • Mental Health and Wellbeing policy • Attachment and trauma informed practice • Regular staff training • Engagement with Local Authority ESHAWH team and Domestic Abuse organisations • School ELSA • Engagement with local support networks • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Curriculum including SCARF, people who help us etc
Poverty	• Pupil Premium strategy • In-school food bank • Clothing opportunities • Opportunities for parents and children ie, universal breakfast club, HAF • Engagement with local area organisations and projects to support • Engagement and Early interventions with the whole family • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience
Neglect	• School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Training for staff • Use of the Neglect toolkit • Pupil Premium opportunities
Parental misuse of substances	• School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Engagement with local area organisations and projects • Curriculum (ie Science – medicines) • Attachment and trauma informed practice throughout school

Vulnerabilities of pupils with SEND inc. non-verbal/selective mute	• SEND policy • Consideration of need throughout all policies and procedures • Accessibility policy • Link staff to pupils – keyworkers who know children well • School ethos, vision and values; ensuring pupils and their families have a nurturing, supportive and inclusive experience • Engagement and Early interventions with the whole family • Engagement with local area organisations • Training for staff on various aspects of SEND • Bespoke timetable and curriculum
Online safety	• Internet safety and acceptable use policy including 360 diagnostic tool • Staff training • Computing curriculum including link to 'computing for a connected world' age-appropriate information • Computer safety courses for parents • Website information for parents giving links and information • Engagement with internet safety week/day • Review of security from external IT technician
Young carers	• Training • Identification of young carers through Early Help • Engagement with Young carers organisations
Cultural expectations of school, attendance and safeguarding	• Forming strong relationships with parents in a nurturing environment • Sharing information in an accessible way • Information translated and shared via school translatable website
Mental health and wellbeing	• Mental health and wellbeing policy for parents, staff and pupils • Ongoing mental health and wellbeing action plan highlighting and supporting emerging issues across the school and within the community • Relational schools approach • Parental support through signposting and Early Help referrals • In school support for children through nurture groups, SEND provision and emotional support • Pastoral support as key point of contact for parents • Engagement with local charities and organisations • Information shared on weekly newsletter and engagement with national events

The DSL will consider safeguarding information and patterns to identify:

- locations where children may feel or be unsafe
- peer groups or relationships associated with increased risk
- recurring concerns involving particular times, journeys or activities

- online platforms or technologies associated with harm
- groups of children who may require additional support
- gaps in our school's policies, curriculum, supervision or physical environment

Responding to Extra-Familial Harm

Where extra-familial harm is suspected, we will:

- consider the child's immediate safety and the risk to other children
- listen to the child and consider their wishes, feelings and lived experience
- record and report the concern through our school's safeguarding procedures
- consider the locations, relationships, peer groups and online environments connected to the concern
- share information and make referrals where required
- work with parents or carers where it is safe and appropriate
- contribute to multi-agency assessments, plans and disruption activity
- provide appropriate safeguarding and pastoral support
- review whether changes are required to supervision, transport, timetabling, site arrangements or the curriculum.

We will avoid responses which place responsibility on the child for harm caused through grooming, coercion, exploitation or abuse. Behavioural or disciplinary action will be considered alongside the child's safeguarding needs and must not replace an appropriate safeguarding response.

Reporting and referral procedures are set out in Section D, and support pathways are set out in Section E.

Professional Curiosity and Inclusive Practice

Staff must remain professionally curious and consider whether a child's behaviour or circumstances indicate harm that has not been disclosed.

Staff must be alert to bias, stereotyping and adultification. Cultural awareness should support respectful practice but must not discourage professional challenge or delay safeguarding action.

Children with SEND, communication needs or other additional vulnerabilities may require adapted reporting arrangements and support.

Working with Children, Families and Safeguarding Partners

We will use accessible opportunities for pupil voice to understand where and when children feel safe or unsafe.

Parents and carers will be involved where safe and appropriate, but their involvement must not delay protective action or place a child or another person at greater risk.

We will work with safeguarding partners and other relevant organisations to share information, assess risk, coordinate support and disrupt opportunities for abuse or exploitation.

Review of Contextual Safeguarding Arrangements

The DSL and senior leaders will review contextual safeguarding information regularly and after significant incidents. The review will consider whether:

- identified risks have changed
- safeguarding responses are improving children's safety
- children know how and where to seek help
- staff training reflects current risks
- the curriculum addresses relevant local and online concerns
- supervision and environmental arrangements remain appropriate
- further action or multi-agency support is required

Relevant findings will inform the child protection policy, safeguarding training, curriculum planning, pastoral support and wider school procedures.

Identified curriculum needs will inform Section J: Safeguarding and Preventative Education.

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

At **William Lilley Infant and Nursery School,** we recognise that children can abuse other children and that this can happen inside or outside our school and online. Child-on-child abuse will be taken seriously and responded to as a safeguarding concern. We maintain an attitude of **"it could happen here"**, even where no incidents have been reported. Abuse will not be tolerated or dismissed as banter, having a laugh, part of growing up or boys being boys. We will respond in a way that:

- prioritises the safety and best interests of all children involved
- considers the child's wishes, feelings and lived experience
- reflects the children's ages, developmental stages, needs and vulnerabilities
- considers any power imbalance, coercion, discrimination or wider peer-group context
- provides appropriate support alongside any disciplinary response
- involves safeguarding partners and specialist services where required

Please see further details in our child-on-child abuse policy.

Forms of Child-on-Child Abuse

Child-on-child abuse may include, but it is not limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- physical abuse
- emotional or psychological abuse
- controlling or coercive behaviour within peer or intimate relationships
- abuse connected to prejudice, misogyny, misandry or harmful attitudes
- initiation or hazing-type violence and rituals
- online abuse, harassment, impersonation or manipulation
- the use of technology or generative AI to create, alter or distribute harmful material
- abuse involving threats, intimidation, exploitation or serious violence
- sexual harassment, sexual abuse or sexual violence

Abuse may be carried out by an individual or a group and may affect children of any age or background. It may occur face to face, online or through a combination of both. Children who cause harm may also have unmet needs or be experiencing abuse, neglect, exploitation or trauma themselves.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour must be considered within its context. We will consider:

- the age and developmental stage of each child
- the nature, frequency and seriousness of the behaviour
- whether there is coercion, intimidation or a power imbalance
- the effect on the child who has experienced the behaviour
- whether the behaviour is repeated or escalating
- any SEND, communication needs, trauma or other vulnerabilities
- the online and offline context
- whether other children may be at risk
- whether the behaviour indicates wider safeguarding concerns

Staff must not attempt to make specialist assessments outside their role. Concerns must be reported to the DSL so that appropriate advice, assessment and support can be obtained.

Further information: Sexual Behaviour and Development in Children, Responding to Children who Display Sexualised Behaviour and HSB Toolkit

Sexual Harassment and Sexual Violence

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school or college. In this context it specifically relates to child-on-child sexual harassment. This includes (but not limited to):

- sexual comments, sexual stories, sexual jokes
- sexual remarks about clothing or appearance
- physical behaviour
- displaying pictures, photos or drawing of a sexual nature
- upskirting
- online sexual harassment; making and sharing or nudes or semi-nudes, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments online, sexual exploitation, coercing others into sharing images of performing acts they're not comfortable with

Sexual Violence refers to specific sexual offences under the Sexual Offences Act 2003. This includes:

- Rape
- Assault by penetration
- Sexual assault
- Sexual activity without consent

Our school recognises that a child under the age of 13 cannot consent to any sexual activity, the age of consent is 16 and sexual intercourse without consent is rape.

Further information: Rape Crisis England & Wales

Nudes and Semi-Nudes

Nudes and Semi-Nudes refers to the creation, sending or posting of nude or semi-nude images by children. The term 'images' includes all visual content, such as photographs, videos and livestreams. The term

‘nudes’ is used as it is the most widely understood term by young people and best captures the full range of image-sharing behaviours that the policy aims to address.

Images may be taken by children themselves or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including those described as ‘deepfakes’ or ‘deep nudes.’
Further information: UKCIS Sharing nudes and semi-nudes: Advice for education settings

Prevention and Education

We seek to prevent child-on-child abuse through clear behaviour expectations, accessible reporting systems, appropriate supervision, staff training and planned safeguarding education.

Children will be taught that abuse, harassment, discrimination and violence are unacceptable and how to recognise unsafe behaviour and seek help. Teaching will be age-appropriate, accessible and adapted where necessary.

Further arrangements are set out in Sections I and J and in our Behaviour and Child-on-Child Abuse policies.

Further support: KCSIE 2026, Annex A

Reporting Child-On-Child Abuse and Harmful Sexual Behaviour

All concerns about child-on-child abuse and HSB must be reported to the DSL or a deputy without delay and recorded through our safeguarding procedures.

Staff must follow Section D: Responding to a Disclosure, Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions. They must not investigate the concern or intentionally view, copy, print, save, forward or ask a child to share harmful digital material.

The absence of the DSL or a deputy must not delay protective action. Any member of staff may make a direct referral to children’s social care or contact the police where necessary.

Initial Safeguarding Response

On receiving a report, our school and DSL will consider:

- the immediate safety and welfare of all children involved
- the child’s wishes and feelings
- whether medical assistance or emergency protection is required
- whether other children may be at risk
- the need to preserve evidence
- whether parents or carers should be informed
- whether the concern can be managed within our school based on the incident and information
- whether Early Help, Family Help or specialist support is required
- whether a referral to children’s social care or the police is required
- whether advice is needed from another safeguarding or specialist service

The DSL will engage with local processes as necessary. In cases of sexual violence, our school will not manage this independently and internally, and local procedures require our school to report the incident

to children's social care and the police. General referral thresholds and support pathways are set out in Section D: Immediate Danger and Referrals and Section E: Continuum of Help and Protection.

We will not conduct a criminal investigation. Where children's social care or police are involved, our school will agree how its safeguarding and disciplinary processes should proceed without prejudicing external enquiries.

Risk and Needs Assessment

Where appropriate, our school and DSL will arrange and record an initial risk and needs assessment. This should consider:

- the safety and needs of the child who has experienced harm
- the needs and circumstances of the child alleged to have caused harm
- the safety of other children, including siblings, friends and witnesses
- shared lessons, activities, spaces, transport and social times
- online contact and social-media activity
- the likelihood of repetition, retaliation, bullying or wider peer-group harm
- any environmental or contextual risks
- the actions required to reduce risk and provide support

In cases of sexual violence, a professional risk assessment by a social worker or sexual violence specialist is to be required. Our school's risk assessment is not intended to replace the detailed assessments of expert professionals. Professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

The assessment must be reviewed when new information emerges, circumstances change or agreed actions are not reducing risk.

Contextual and extra-familial risks must also be considered in accordance with Section G.

Support

Children who report or experience abuse will be listened to, taken seriously and supported. Support may include:

- an identified trusted adult
- a safety or support plan
- adjustments to lessons, timetables, transport or shared spaces
- pastoral, therapeutic or specialist support
- regular review and check-ins
- support with attendance, learning and wellbeing
- action to address bullying, retaliation or online fallout
- liaison with parents, carers and external services where appropriate

The child should not be made to feel responsible for the disruption caused by safeguarding arrangements. Changes should be proportionate, carefully planned and reviewed with the child's needs and wishes in mind.

Children alleged to have caused harm will also receive an appropriate safeguarding response. This may include:

- assessment of their needs and circumstances
- education and support to understand the impact of their behaviour
- pastoral or specialist intervention
- safeguarding or family support
- proportionate disciplinary action
- referral to statutory or specialist services where required

Support does not prevent our school from applying its behaviour policy. Safeguarding action and disciplinary action may take place alongside each other, provided that both are fair, proportionate and coordinated with any external investigation.

Other children who have witnessed, supported, shared information about or otherwise been affected by an incident will also be considered and offered appropriate support.

Parents and Carers

Parents and carers will usually be informed and involved in planning support for their child. The DSL will consider communication separately for each child involved.

Parents or carers will not be informed where doing so may increase risk, prejudice an external enquiry, lead to the loss of evidence or otherwise be contrary to the child's best interests. Where statutory or specialist services are involved, communication with families will be agreed with them.

Recording and Confidentiality

All concerns, decisions, referrals, assessments, support and outcomes must be recorded in accordance with Section D: Recording Concerns, Decisions and Actions and Confidentiality and Information Sharing.

Information will be shared only with those who need it to safeguard or support the children involved. Staff, children and families must respect confidentiality and must not discuss or share information through social media.

Review and Learning

The DSL and senior leaders will review significant incidents and patterns to identify any required changes to policies, staff training, behaviour expectations, reporting systems, curriculum, supervision, online safety or pastoral support.

The governing body or proprietor will receive appropriate assurance while respecting the confidentiality and privacy of the children involved.

At **William Lilley infant and Nursery School,** We recognise that technology provides opportunities for learning and communication but may also expose children to abuse, exploitation, harmful content or inappropriate contact. Online and offline concerns will be considered together.

Areas of Online Risk

Our approach considers the four broad areas of online risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

Staff will consider whether online behaviour or content indicates wider abuse, neglect, exploitation, harmful peer relationships or risk outside our school.

Whole-School Approach

We will maintain Online Safety and Acceptable Use policies, appropriate filtering and monitoring systems, clear reporting procedures and age-appropriate online safety education. Our arrangements will address personal devices, mobile networks, emerging technology and risks arising away from school.

Online concerns will be managed through our safeguarding procedures. Staff must report concerns to the DSL without delay where a child may be at risk of harm.

Further information: Teaching online safety in schools

Filtering and Monitoring

The governing body or proprietor will ensure that appropriate filtering and monitoring systems are in place on school-owned devices and networks. These systems will be proportionate to the children's ages and needs, our provision and identified risks, and will comply with current Department for Education standards.

The responsible senior leader, supported by the DSL and IT staff or technical provider, will ensure that:

- access to illegal and harmful content is restricted
- concerning activity and system failures are identified and acted upon
- filtering does not unreasonably restrict teaching and learning
- staff understand their responsibilities and how to report concerns

Filtering and monitoring do not replace appropriate supervision, education or professional curiosity.

Further information: Meeting digital and technology standards in schools and colleges, Plan technology for your school and Appropriate Filtering and Monitoring

Review of Filtering and Monitoring

Filtering and monitoring systems will be reviewed at least annually and following significant incidents, system failures or changes to technology, provision or identified risk. The review will:

- test filtering across relevant devices, networks and locations
- check that monitoring alerts reach the appropriate staff
- consider how alerts, breaches and system failures have been managed

- identify actions, responsibilities and timescales for improvement

The findings and resulting actions will be recorded and reported to the governing body or proprietor.

Further information: Verify your Internet is Filtered and Online Safety Self-Review Tool for Schools - 360 safe

Generative Artificial Intelligence

We recognise that generative AI may support education but may also create safeguarding, data protection, ethical, security and intellectual property risks.

Children have access to our digital platform, Purple MASH. Any access to the internet is directed under the direct supervision of the teacher/staff and the computing curriculum includes ongoing updates and training on the safe use of the internet.

Staff have received training in the effective and safe use of AI and are permitted to use tools which require a specific individual login such as Google Gemini, Copilot and TeachMate. Even with the use of these tools, they are advised to de=personalise information and be aware of GDPR regulations. Staff are expected to report concerns through the low level concerns policy.

Children and staff will receive appropriate guidance about the safe and responsible use of AI. We will consider:

- the age and suitability of AI products
- how personal or sensitive information is processed
- the accuracy, bias and reliability of generated content
- inappropriate or harmful interaction with AI applications
- manipulation, impersonation and misleading content
- whether filtering and monitoring systems apply effectively to AI services
- the potential for AI to facilitate bullying, grooming, exploitation or other harm
- the need for human oversight of decisions affecting children

Staff must not enter confidential, personal or safeguarding information into an AI service unless its use has been formally approved and complies with our data protection and information security arrangements.

Concerns involving AI-generated or altered harmful material must be reported to the DSL and be managed under Section H, where applicable.

More information: Generative artificial intelligence (AI) in education

Mobile Phones and Smart Technology

Schools should be mobile phone-free environments by default. Any exceptions will be determined by the school and clearly explained in its policy. Our arrangements will address:

- when and where mobile phones or smart devices may be brought onto the premises
- whether devices must be switched off, stored or surrendered during our school hours
- reasonable exceptions for medical, accessibility, safety or educational needs
- the use of devices by staff, visitors and contractors
- photography, video and audio recording
- responses to policy breaches

- how safeguarding concerns involving a device will be reported and managed

We recognise that personal devices and mobile networks may bypass our filtering and monitoring systems. Staff must remain alert to this risk and follow the agreed supervision and reporting procedures.

More information: Mobile phones in schools and Searching, screening and confiscation in schools

Cybersecurity and Information Security

We will follow current Department for Education cybersecurity standards and maintain appropriate arrangements to protect systems, accounts and personal information.

Cybersecurity incidents may also be safeguarding incidents. Where an incident affects or may place a child at risk, the DSL, senior leaders, data protection lead and technical staff will coordinate the response.

Detailed technical arrangements are set out in our cybersecurity, data protection and acceptable-use procedures.

Staff Responsibilities

Staff must:

- follow our Online Safety, Acceptable Use and Staff Behaviour policies
- use school technology and accounts only for authorised purposes
- maintain professional boundaries in electronic communication
- supervise children's use of technology appropriately
- report harmful content, concerning contact, system breaches and filtering or monitoring failures
- preserve relevant information without investigating safeguarding concerns themselves

Staff must not ask a child to share harmful digital material or use personal devices or accounts to communicate with children unless expressly authorised.

Concerns involving harmful digital material must be managed in accordance with Section D: Responding to a Disclosure and Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

More information: Meeting digital and technology standards in schools and colleges and National Cyber Security Centre information for schools

Online Safety Education

Children will receive planned, progressive and age-appropriate education which helps them to:

- recognise online risks and harmful behaviour
- understand privacy, consent, personal information and digital footprints
- use technology safely, respectfully and responsibly
- recognise grooming, manipulation, impersonation and exploitation
- evaluate information critically and recognise misinformation and disinformation
- understand the opportunities and risks associated with generative AI
- report concerns and preserve relevant evidence safely
- know where to seek help within and outside our school

Teaching will be accessible and adapted to children's developmental stages, communication needs and SEND. Further arrangements are set out in Section J: Curriculum Content and our Online Safety Policy.

Further information: KCSIE 2026, Annex A

Working with Parents and Carers

We will explain our online safety expectations and provide parents and carers with relevant information about devices, gaming, social media, parental controls, AI, emerging risks and reporting routes.

Parents and carers should report online safeguarding concerns promptly. Where a child may be at risk of harm, we will follow our safeguarding procedures and share information with statutory services where necessary.

Further information: CEOP Education - Parents and Carers and UK Safer Internet Centre - Parents and Carers

Remote Education and Learning Away from our School

Where children access remote education, we will:

- use approved platforms and account
- maintain professional boundaries
- apply appropriate privacy and security settings
- set clear expectations for staff and children
- provide accessible reporting routes

Children and parents or carers will receive appropriate online safety guidance. Concerns will be managed through our safeguarding procedures. Remote education does not reduce our safeguarding responsibilities.

Reporting and Reviewing Online Concerns

All online safeguarding concerns must be reported and recorded in accordance with Section D: Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions. Staff must consider:

- the child's immediate safety
- whether other children may be affected
- whether relevant information must be preserved
- whether parents or carers should be informed
- whether specialist advice or referral is required

The DSL and senior leaders will review online incidents and patterns to identify any required changes to filtering and monitoring, staff training, curriculum, supervision, policies or support.

Section J - Safeguarding and Preventative Education

At **William Lilley Infant and Nursery school,** safeguarding is embedded across the curriculum and wider school culture. We provide planned, progressive and age-appropriate education which helps children recognise risk, develop safe and respectful relationships, report concerns and seek help.

Our approach reflects statutory curriculum requirements, KCSIE 2026, local safeguarding priorities and the needs of our children.

Whole-School Approach

Safeguarding education is delivered through:

- Relationships, Sex and Health Education
- Personal, Social, Health and Economic Education
- Computing and Online safety
- Citizenship and other relevant curriculum subjects
- assemblies, workshops and themed activities
- pastoral support and targeted intervention
- wider school expectations, relationships and routines

Safeguarding messages will be reinforced through the curriculum, pastoral support and the conduct modelled by adults. We will promote respect and make clear that abuse, bullying, harassment, discrimination and violence are unacceptable.

Curriculum Content

Children will be taught, in an age-appropriate and accessible way, about matters including (but not limited to):

- healthy and respectful relationships, and consent
- personal boundaries, bodily autonomy and seeking help
- bullying, cyberbullying and prejudice-based behaviour
- child-on-child abuse and harmful behaviour
- domestic abuse and its impact on children
- online safety, digital resilience and responsible use of technology
- privacy, personal information and digital footprints
- harmful online contact, manipulation and exploitation
- generative AI, manipulated content, misinformation and disinformation
- criminal and financial exploitation, county lines and serious violence
- grooming, coercion and controlling behaviour
- radicalisation and extremism
- harmful practices, including female genital mutilation and forced marriage
- mental health, emotional wellbeing and resilience
- substance misuse and other risk-taking behaviour
- road, fire, water and personal safety
- how and where to report concerns and obtain support

We will not rely solely on individual lessons or one-off events. Safeguarding knowledge and protective behaviours will be developed and reinforced over time.

Our RSE policy can be found on our website by visiting www.williamlilley.notts.sch.uk

Detailed online safety arrangements are set out in Section I, and child-on-child abuse is addressed in Section H.

Local and Emerging Safeguarding Risks

The curriculum will be informed by:

- safeguarding concerns and patterns identified within our school
- children's views and experiences
- local safeguarding information
- relevant attendance, behaviour and online safety information
- advice from Nottinghamshire safeguarding services
- emerging national and online risks
- learning from safeguarding incidents, audits and practice reviews

Content will be updated where safeguarding information identifies new risks or gaps in children's knowledge. Our school-specific contextual concerns and responses are set out in Section G: Understanding Our Local Safeguarding Context.

Accessibility and Inclusion

Safeguarding education will be appropriate to children's ages and developmental stages and accessible to children with SEND, communication needs, health conditions or other additional vulnerabilities.

We will make reasonable adjustments and consider whether individual children require preparation, targeted teaching or additional support. Children will not be unnecessarily excluded from important safeguarding education.

Additional safeguarding barriers are addressed in Section F: Children Who May Be at Greater Risk of Harm.

Safe Delivery

Sensitive safeguarding topics will be taught by staff who have appropriate knowledge, confidence and support alongside effective relationships with the children. Staff will:

- use accurate, age-appropriate and inclusive language
- establish clear expectations for respectful discussion
- avoid asking children to share personal experiences publicly
- remain alert to distress, questions or possible disclosures
- explain that confidentiality cannot be promised where a safeguarding concern arises
- report concerns without delay in accordance with Section D: Reporting Safeguarding Concerns

External speakers and organisations will be checked for suitability. Their materials and intended content will be reviewed in advance, and a member of staff will remain responsible for the session and for responding to any safeguarding concerns. Safeguarding arrangements for visitors and external providers are set out in Section L.

Empowering Children to Seek Help

Children will be helped to understand:

- that abuse, neglect, exploitation, bullying and harassment are never their fault
- that unsafe or harmful behaviour should be reported
- who they can speak to at our school and how to report concerns?
- what may happen after they raise a concern
- that they will be listened to, taken seriously and supported
- where they can obtain help outside our school

We will use pupil voice and other accessible feedback methods to understand whether children feel safe, know how to report concerns and have confidence in the response they will receive. The school's reporting arrangements are set out in Section A: Reporting Systems for Children.

Working with Parents and Carers

We will provide parents and carers with appropriate information about our safeguarding curriculum and relevant policies and support them to reinforce safeguarding messages at home.

We will consider their views while continuing to meet our statutory curriculum and safeguarding responsibilities. Concerns about curriculum content will be managed through our agreed procedures.

Staff Responsibilities

All staff should reinforce safeguarding messages through their teaching, conduct and interactions with children.

Staff responsible for planning or delivering the curriculum will ensure that content is accurate, progressive, accessible and appropriate to children's needs. They will respond appropriately to questions and disclosures; report concerns without delay and contribute to curriculum review.

Staff will receive appropriate training and guidance to support safe and effective delivery.

Review and Evaluation

We will review safeguarding and preventative education at least annually and sooner where statutory guidance, local or online risks, safeguarding information or learning from practice indicates that change is required. The review will consider whether:

- required content is taught progressively and accessibly
- children can recognise risks and identify sources of help
- staff are confident and appropriately supported
- resources and external providers remain suitable

The Headteacher role leads the review of online safety, taking into account information from the RSE and computing curriculum. This is then reported through ongoing standard termly monitoring reports to Governors.

Section K – Concerns and Allegations About Adults

At **William Lilley Infant and Nursery school,** all concerns about adults working in or on behalf of our school will be reported promptly and managed fairly and consistently in accordance with Part four of KCSIE 2026 and Nottinghamshire procedures.

This section applies to staff, supply staff, trainee teachers, volunteers, contractors and other adults working in or on behalf of our school. Concerns may meet the harm threshold or may be low-level concerns.

Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold where an adult working in or on behalf of our school has:

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

The final criterion may apply where behaviour outside our school raises concerns about the adult's suitability to work with children. This is known as transferable risk.

Staff must report allegations immediately and must not investigate the matter, question witnesses or discuss it with colleagues.

Reporting Allegations

Allegations about a member of staff, supply staff, trainee teacher, volunteer or contractor must be reported immediately to the Headteacher, who will normally act as the case manager.

Where the allegation concerns the Headteacher or Principal, it must be reported to the Chair of Governors. Where there is a conflict of interest, the concern must be reported directly to the Local Authority Designated Officer (LADO).

Staff are able to report directly to the LADO through the online reporting tool as indicated in **Appendix 1.**

The case manager will contact the LADO without delay and before beginning an internal investigation. Where there is an immediate risk to a child, appropriate action must be taken to secure the child's safety and contact the police or children's social care. Any safeguarding concern about a child arising from the allegation must also be managed in accordance with Section D.

For more information: LADO Referral

Initial Response and Case Management

The case manager will:

- ensure that the child is safe and appropriately supported
- record the concern accurately and preserve relevant information
- consult the LADO and follow the advice provided
- consider whether the police or children's social care should be involved
- consider the support required by the adult subject to the allegation
- maintain appropriate confidentiality
- ensure that decisions, actions and reasons are recorded

The welfare of the child is the priority. The process must also be fair to the adult who is the subject of the allegation. The case manager will not inform the adult of the details of the allegation until this has been agreed with the LADO and, where involved, the police or children's social care.

Supply Staff, Contractors and Trainee Teachers

We will not stop using an individual solely to avoid managing an allegation.

Where the adult is supplied or employed by another organisation, we will inform the organisation, consult the LADO and agree respective responsibilities. The employer may undertake its own employment or disciplinary process, but we remain responsible for managing the safeguarding allegation.

Allegations concerning trainee teachers will be managed through the same procedures, with the employing organisation or training provider involved according to the trainee's status. Their checking and induction arrangements are set out in Section L.

Suspension and Alternative Arrangements

Suspension is not automatic. The case manager will consider the risk to children and whether it can be managed safely through changed duties, additional supervision, redeployment or other temporary arrangements.

The LADO and, where relevant, the police or children's social care will be consulted before a decision is made. The decision and reasons will be recorded.

Where suspension is necessary, the adult will receive appropriate information, an identified contact and support.

Supporting Children and Adults

We will consider the support required by the child, their parents or carers and any other affected children. This may include a trusted adult, pastoral or specialist support, safety planning, appropriate information and protection from bullying or intimidation.

The child's wishes and feelings will be considered, although information may be restricted where disclosure could prejudice an investigation or affect another person's rights.

The adult subject to the allegation will be treated fairly, given appropriate information and support and advised to seek assistance from their trade union, professional association or another independent source.

Confidentiality

Information will be shared only with those who need it to safeguard children, support those involved or manage the allegation. All parties must maintain confidentiality and must not share information through social media or with the wider school community.

We will follow statutory restrictions on publishing information which may identify a teacher who is the subject of an allegation before they are charged, unless those restrictions are formally lifted.

Communication with parents, carers, staff or the wider community will be agreed with the LADO and, where involved, the police or children's social care.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Outcomes and Record Keeping

The outcome of an allegation will be recorded using the terminology set out in KCSIE 2026:

- substantiated: there is sufficient evidence to prove the allegation;
- malicious: there is sufficient evidence to disprove the allegation and evidence of a deliberate act to deceive or cause harm;
- false: there is sufficient evidence to disprove the allegation;
- unsubstantiated: there is insufficient evidence either to prove or disprove the allegation; or
- unfounded: there is no evidence or proper basis supporting the allegation.

We will retain a clear and comprehensive summary of the allegation, how it was followed up, decisions made, the outcome and any learning arising from the case. Records will be retained securely in accordance with KCSIE 2026 and our retention arrangements. Employment references must be accurate, fair and not misleading.

Referrals to the DBS and Teaching Regulation Agency

Our school has a legal duty to refer an individual to the Disclosure and Barring Service where the statutory referral criteria are met, including where the person has been removed from regulated activity because they have harmed or pose a risk of harm to a child. Resignation, retirement, settlement or the end of a contract does not remove this duty.

Where a teacher has been dismissed or would have been dismissed for serious misconduct, our school will consider referral to the Teaching Regulation Agency. We will also consider referrals to any other relevant professional or regulatory body.

For more information: Making barring referrals to DBS, Teacher misconduct (referral form) and Teaching Regulation Agency

Low-Level Concerns

A low-level concern is any concern about an adult's behaviour towards a child that:

- is inconsistent with the Staff Behaviour Policy or Code of Conduct
- does not meet the harm threshold or is not otherwise serious enough to require referral to the LADO
- may arise from conduct inside or outside work

"Low-level" does not mean insignificant. Examples may include overfamiliarity, favouritism, inappropriate communication, unauthorised photography, humiliating language or failure to maintain professional boundaries.

Low-level concerns may arise from suspicion, a complaint, a disclosure, something witnessed by a member of staff or information identified through checks or safeguarding processes.

Professional conduct and ongoing-suitability expectations are addressed in Section L: Ongoing Suitability and the Staff Behaviour Policy or Code of Conduct.

Reporting and Responding to Low-Level Concerns

All low-level concerns must be reported promptly through our school's agreed procedure as highlighted in our Low level concerns policy.

The person receiving the concern will:

- record the details clearly and confidentially
- determine whether the concern may meet the harm threshold and seek advice from the LADO where there is doubt
- consider whether the Staff Behaviour Policy or Code of Conduct has been breached
- identify any appropriate management, support, training or disciplinary action
- review previous concerns to identify possible patterns

Where a pattern is identified, or the concern becomes more serious, our school will consider whether the harm threshold is met and whether referral to the LADO or another service is required.

Our school encourages staff to share self-referrals where they believe they may have acted in a way that could be misinterpreted, fell below expected professional standards or placed themselves in a situation which could appear compromising.

Whistleblowing

Staff who have concerns about poor or unsafe safeguarding practice should use our school's Whistleblowing Policy.

Where staff feel unable to raise a concern internally or believe that a genuine safeguarding concern is not being addressed, they may contact the NSPCC Whistleblowing Advice Line via telephone at 0800 028 0285 or via email at help@nspcc.org.uk.

Whistleblowing arrangements do not replace the requirement to contact children's social care or the police where a child may be at risk of harm or in immediate danger.

Learning Lessons

At the conclusion of a case, the case manager and LADO will consider whether changes are required to safeguarding procedures, staff training, professional conduct expectations, supervision, recruitment or the school's safeguarding culture.

Learning will be shared appropriately while maintaining confidentiality. The governing body will receive suitable assurance that identified actions have been completed. Any required changes to induction or training will be addressed through Section M.

Section L - Safer Working Arrangements

At **William Lilley Infant and Nursery School,** we maintain safer working arrangements to ensure that adults working with children are appropriately selected, checked, inducted and supervised.

These arrangements apply according to the adult's role, responsibilities and contact with children and should be read alongside our safer recruitment, staff behaviour, visitor, educational visits, alternative provision and reasonable force procedures.

Safer Recruitment

Our school follows Part three of Keeping Children Safe in Education 2026 and will include:

- clear safeguarding expectations in recruitment materials
- scrutiny of applications, employment history, references and any gaps or inconsistencies
- appropriate safeguarding questions and online searches for shortlisted candidates
- all identity, qualification, right-to-work, prohibition, direction, DBS and barred-list checks required for the role
- involvement of at least one person who has completed appropriate safer recruitment training

Required checks will be completed and recorded before an adult begins unsupervised work with children. Recruitment information will be handled securely and retained in accordance with our procedures.

For more information: KCSIE 2026, Part 3

Single Central Record

Our school will maintain an accurate and up-to-date Single Central Record covering the individuals and checks required by KCSIE 2026.

Responsibility for maintaining the record rests with the business manager. The record will be checked by the headteacher and Safeguarding governor at appropriate intervals as part of our school's safeguarding assurance arrangements. The Single Central Record supports assurance but does not replace the underlying evidence, risk assessments or safer recruitment procedures.

For more information: Check a teacher's record and KCSIE 2026, Part 3

Ongoing Suitability

Safer recruitment continues after appointment. Staff must maintain appropriate professional boundaries and disclose any change in circumstances that may affect their suitability in accordance with the Staff Behaviour Policy or Code of Conduct.

We will consider further checks or a suitability review where a role changes, an individual moves into regulated activity, there is a significant break in service or relevant information raises concerns.

Concerns about an adult will be managed under Section K: Concerns and Allegations About Adults.

Regulated Activity and Volunteers

We will determine whether a role is regulated activity by considering the nature, frequency and

circumstances of the work. The previous supervision exemption must not be relied upon where an activity now falls within the current definition of regulated activity. Before a volunteer begins work, we will assess and record:

- the activity and its frequency
- whether it is regulated activity
- the children's ages and needs
- the level of contact and supervision
- the checks permitted and required by law

An enhanced DBS check, including children's barred-list information where legally required, will be obtained for volunteers engaging in regulated activity. A barred person must not be permitted to undertake regulated activity.

A volunteer is expected to complete an application form and further interview with the headteacher, this may include further individual references. Induction is completed with a senior leader and volunteers are linked to a member of staff who supervise and review their role.

Supply Staff, Agency Staff and Trainee Teachers

We will obtain written confirmation that the required checks have been completed for supply and agency staff and will verify each person's identity on arrival.

Checks for trainee teachers will reflect whether they are employed by the school or placed through a training provider. Responsibility for checks will be confirmed before the placement begins.

Supply staff, agency staff and trainee teachers will receive safeguarding information proportionate to their role, including reporting routes, staff behaviour expectations and emergency procedures.

Contractors and Self-Employed Individuals

Contractors and self-employed individuals will be checked and supervised according to their role, whether the work is regulated activity and their opportunity for contact with children.

Contractual arrangements will identify responsibility for checks and written assurance. We will verify identity on arrival and will not permit an individual to have unsupervised access to children unless appropriate checks have been completed.

Where a self-employed person requires a DBS check and cannot obtain one through another organisation, we will arrange the appropriate check where permitted.

Visitors and Visiting Professionals

All visitors must follow our school's visitor procedures which follow the Local Authority's procedure for visitors and VIPs.

Visitors will normally report to reception, provide appropriate identification, sign in, wear the identification issued by the school and follow our safeguarding and conduct expectations.

We will determine required checks and supervision according to the purpose and frequency of the visit and the visitor's contact with children. A DBS certificate will not be requested from every visitor. Where an employer has completed the required checks, we may obtain written assurance and verify the visitor's identity.

Visitors who have not been appropriately checked must not have unsupervised access to children. Checking arrangements must not unnecessarily prevent statutory professionals from carrying out their duties.

External Providers and Use of Premises

Where our premises are used by an external provider working with children, we will seek assurance that appropriate safeguarding and child protection arrangements are in place.

Hire, lease or transfer-of-control agreements will identify safeguarding responsibilities, liaison and reporting arrangements. We will act where a provider fails to meet these requirements, including ending the arrangement where necessary.

Safeguarding concerns arising during externally managed activities should be reported to the provider and through our safeguarding procedures where appropriate. Where we arrange or supervise the activity, our child protection procedures apply.

For more information: Out-of-school settings: safeguarding guidance for providers

Educational Visits, Homestays and Residential Arrangements

Safeguarding will be considered when planning educational visits, exchanges, homestays, residential activities and overnight accommodation.

Risk assessments will consider children's needs and vulnerabilities, staffing and supervision, transport and accommodation, medical needs, personal devices, professional boundaries and procedures for reporting concerns away from school.

Required checks will be completed for adults undertaking regulated activity. Where children stay with host families, we will follow the safeguarding and checking requirements in KCSIE 2026 and private fostering legislation.

Procedures for educational visits are checked in-line with the Educational visits policy and utilising the Evolve system. This is overseen by the Educational Visits coordinator.

Safeguarding concerns arising during an activity must be managed in accordance with Section D.

For more information: Health and safety on educational visits

Reasonable Force and Restrictive Interventions

Our school does not operate a blanket "no contact" policy, as this could prevent staff from protecting a child, providing appropriate support or managing an immediate risk safely.

In all instances, staff will aim to de-escalate and contain a situation without the use of force. Staff may use reasonable force only where lawful, necessary and proportionate. Any force used must be no more than necessary and for the least amount of time. When considering or using reasonable force, staff will:

- prioritise prevention and de-escalation
- consider the child's age, SEND, health, communication and mental health needs
- use the least restrictive response available
- protect the child's dignity
- seek medical assistance where required
- record and report the incident promptly
- inform parents or carers where appropriate
- review whether safeguarding concerns or further support are required

Restrictive intervention must never be used as punishment, to cause pain or merely to secure compliance. Planned interventions should be reflected in an appropriate support, behaviour or risk-management plan and reviewed regularly.

Please see further details in the school physical intervention and restrictive practice policy.

Where an intervention raises a safeguarding concern about a child or adult, staff must follow Section D or Section K, as appropriate.

For more information: Use of reasonable force in schools and Reducing the need for restraint and restrictive intervention

Alternative Provision

Where we commission alternative provision, we retain responsibility for safeguarding the child.

Before placement, we will obtain written assurance about the provider's safeguarding arrangements and required checks, confirm where the child will be educated, share relevant safeguarding information and agree attendance, welfare and reporting arrangements.

We will maintain contact with the child and provider, monitor attendance and suitability and review the placement at least half-termly. We will act immediately where concerns arise and end the placement if it is no longer safe or suitable.

The provider must notify us of changes to staffing, location, ownership or delivery which may affect the child's safety or the placement's suitability. Further safeguarding expectations are set out in Section F: Children Receiving Alternative Provision and our Alternative Provision procedures.

Safeguarding Briefing and Conduct

Adults working in or on behalf of our school will receive safeguarding information proportionate to their role, including the identity of the DSL and deputies, reporting routes, conduct expectations and emergency procedures.

All adults must follow our safeguarding arrangements and report concerns without delay. Failure to comply may result in removal from the premises, termination of an activity or contract, disciplinary action or referral to a relevant agency or professional body.

Section M - Safeguarding Training and Policy Implementation

At **William Lilley infant and Nursery School**, we ensure that staff, governors, trustees and volunteers have the safeguarding knowledge and confidence required for their roles.

Training will reflect KCSIE 2026, Working Together 2026, Nottinghamshire procedures, the needs of our children and relevant local or emerging risks.

Safeguarding Induction

All staff will receive safeguarding and child protection training, including online safety, at induction. Induction will be appropriate to their role and will include:

- this Child Protection Policy, Staff Behaviour Policy or Code of Conduct, Behaviour Policy and all other applicable safeguarding policies and procedures
- the identity and role of the DSL and deputies, and our school's safeguarding cover arrangements
- how to recognise, report and record concerns about a child
- how to report concerns and allegations about adults, low-level concerns and whistleblowing arrangements
- online safety and staff responsibilities for filtering and monitoring
- emergency and direct referral procedures
- Basic introduction to safeguarding external training

Supply staff, trainee teachers, volunteers, contractors and other adults will receive safeguarding information proportionate to their role, responsibilities and contact with children.

Staff are responsible for reading and following the current policy and must seek advice from the DSL where they are unclear about a safeguarding responsibility or procedure.

Induction will direct staff to the responsibilities and procedures in Sections C, D, I and K.

Staff Training and Updates

All staff will receive safeguarding and child protection training which is regularly updated and appropriate to their role. They will also receive safeguarding updates as required and at least annually. Training will include, where relevant:

- recognising and responding to abuse, neglect, exploitation and other concerns
- reporting, referrals, information sharing and confidentiality
- Early Help, Family Help and multi-agency working
- children who may be at greater risk of harm
- child-on-child abuse and domestic abuse
- online safety, generative AI, filtering and monitoring
- children absent from education, mental health and exploitation
- concerns about adults, whistleblowing and professional boundaries

- changes to statutory guidance, local procedures and emerging risks

Training will reflect our local context and learning from incidents, complaints, audits and practice reviews.

Staff will receive bespoke induction training in the same format as above should they join the school mid-year.

DSL and Deputy DSL Training

The DSL and deputies will receive safeguarding and child protection training appropriate to their role at least every two years. Their knowledge and skills will be updated at regular intervals, and at least annually, through training, briefings, professional networks, e-bulletins and other relevant learning. Their training and professional development will support them to:

- understand assessment, referral and child protection processes
- apply Nottinghamshire thresholds and escalation procedures
- contribute effectively to Family Help and multi-agency working
- understand information-sharing and record-keeping responsibilities
- support children who may be at greater risk of harm
- manage child-on-child abuse concerns
- understand online safety and filtering and monitoring systems
- manage safeguarding concerns about adults
- support and advise staff
- keep safeguarding policies and practice under review

The Headteacher will ensure that DSLs and deputies have the time, funding, resources and support required to maintain their knowledge and carry out their responsibilities effectively.

The responsibilities attached to these roles are set out in Section C: Designated Safeguarding Lead and Deputy DSLs and Safeguarding Cover.

Governor and Trustee Training

Governors and trustees will receive safeguarding and child protection training at induction which is regularly updated. This will support them to understand their strategic responsibilities, provide effective challenge and assure themselves that safeguarding arrangements are effective.

Training will include KCSIE 2026, safer recruitment, concerns about adults, online safety, filtering and monitoring, children who may be at greater risk of harm and oversight of safeguarding practice.

The governor with responsibility for safeguarding will receive additional training appropriate to the role. This does not remove responsibility from the governing body.

Strategic safeguarding responsibilities are set out in Section C: Governing Body, Trust Board or Proprietor.

Training Records and Evaluation

We will maintain an accurate record of safeguarding training, including:

- the participant's name and role

- the training completed and date
- the provider
- any renewal or update date
- action taken where training was missed

Responsibility for maintaining the training record rests with Pastoral safeguarding admin assistant. Training records will be reviewed to identify gaps, overdue updates and additional learning needs.

We will evaluate whether training is understood and improving practice through staff feedback or knowledge checks, the quality of safeguarding records, learning from incidents and audits, feedback from children and assurance activity by leaders and governors.

Where weaknesses are identified, additional training, supervision, guidance or procedural changes will be provided.

Monitoring Implementation

The Headteacher will seek assurance that this policy is understood and effective in practice. Monitoring will consider:

- safeguarding concerns, referrals, records and outcomes
- children's understanding of reporting systems
- staff training, confidence and compliance
- DSL availability and safeguarding cover
- online safety, safer recruitment and concerns about adults
- alternative provision and external providers
- actions arising from audits, incidents and practice reviews

Monitoring of safeguarding practices is regular and frequent and in-line with our whole school monitoring policy.

The policy will be reviewed at least annually and sooner where statutory guidance, Nottinghamshire procedures, our school's arrangements or learning from practice indicate that changes are required.

Child Protection & Safeguarding Flowchart

Concerned for a child's welfare in and outside of school?
Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to presentation

A child makes a disclosure

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

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

Discussing concerns with DSL

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

Still concerned in school time?

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

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

Escalate any emerging threats/concerns by adopting NSCP procedures

Out of hours concern?

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

Safeguarding concern resolved/no longer held

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

Consult with child and family if necessary

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

Allegations/Concerns regarding adults? (paid or volunteer)

- Call LADO: **0115 804 1272** or **LADO@nottscc.gov.uk**
- Call NSPCC Whistle Blowing: **0800 028 0285**

Guidance for Using Body Maps to Record Observations of Physical Injury

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

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

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

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

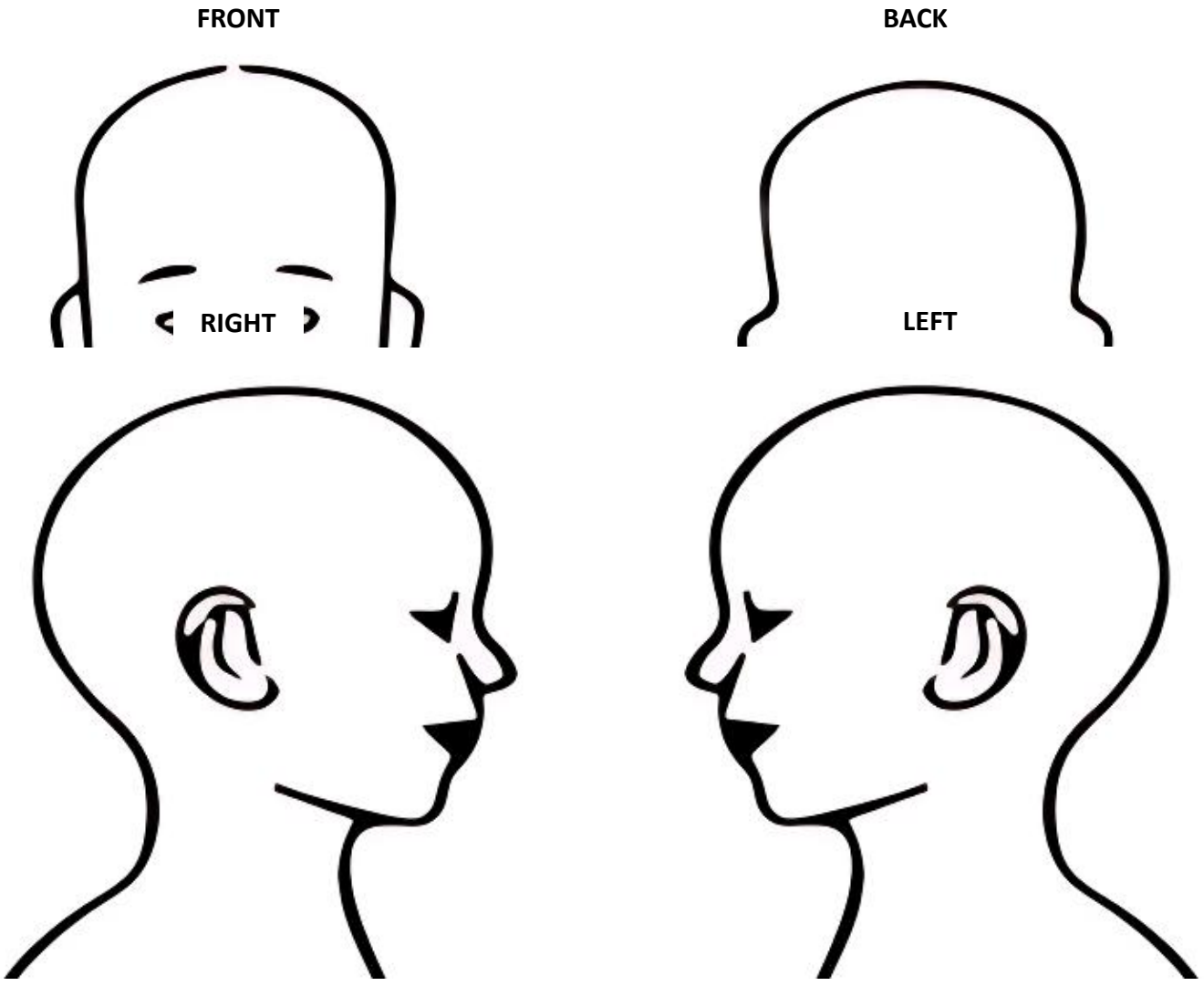
- **Exact location** on the body (e.g. upper outer arm, left cheek)
- **Size** of the injury (in centimetres or inches)
- **Shape** of the injury (e.g. round, linear, irregular)
- **Colour** of the injury (note if multiple colours are present)
- Whether the **skin is broken**
- Presence of **swelling**,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

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

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

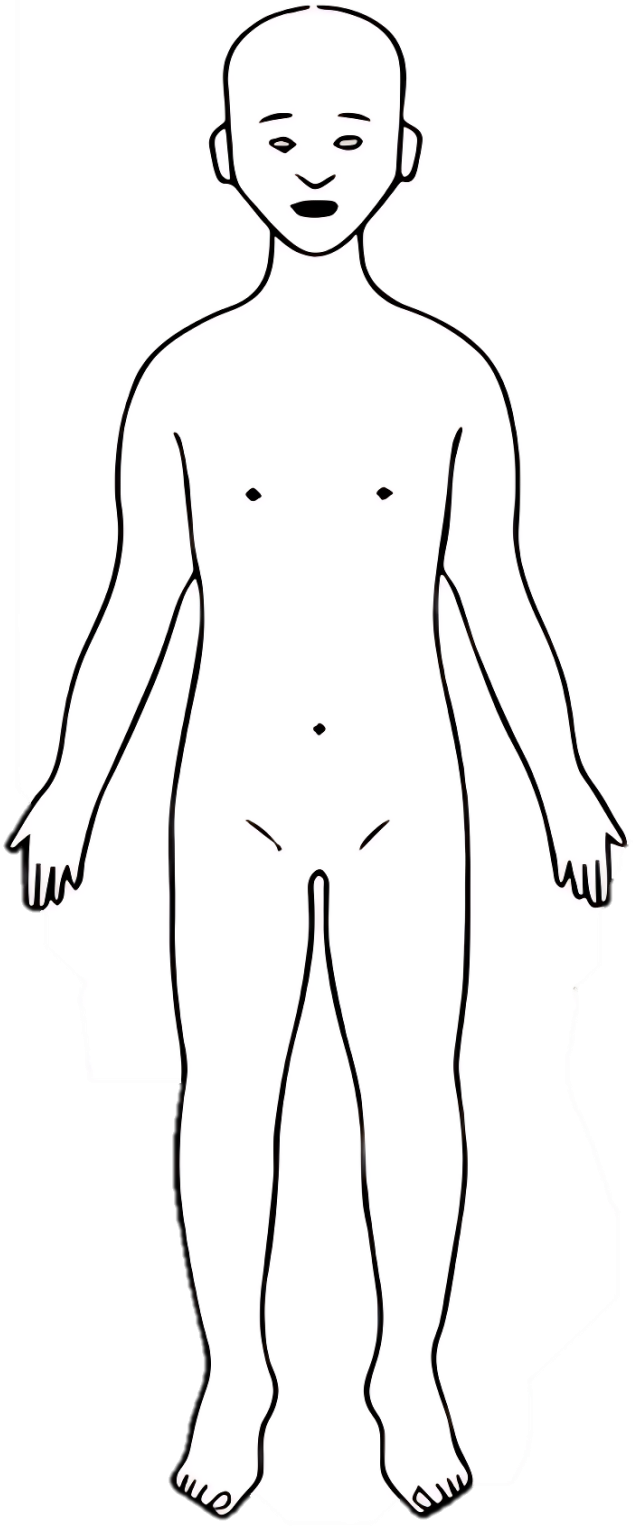
If **First Aid** is administered, this should be recorded appropriately.

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

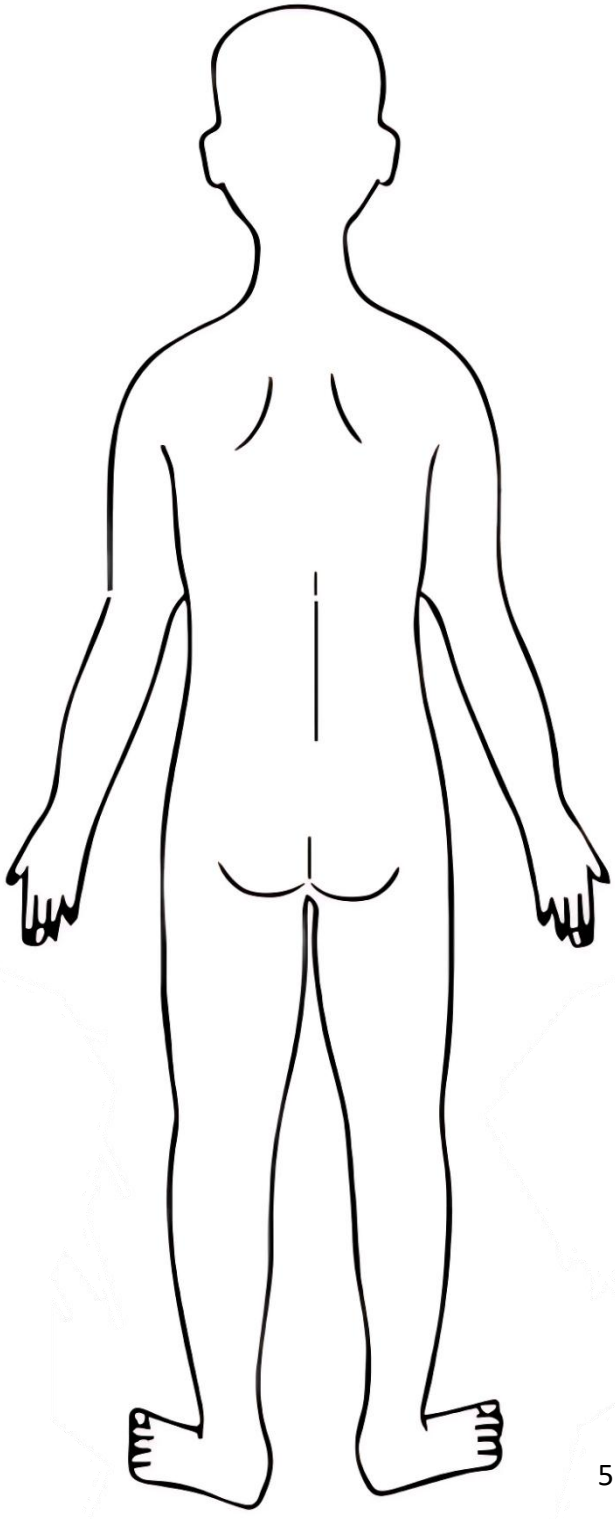


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

FRONT

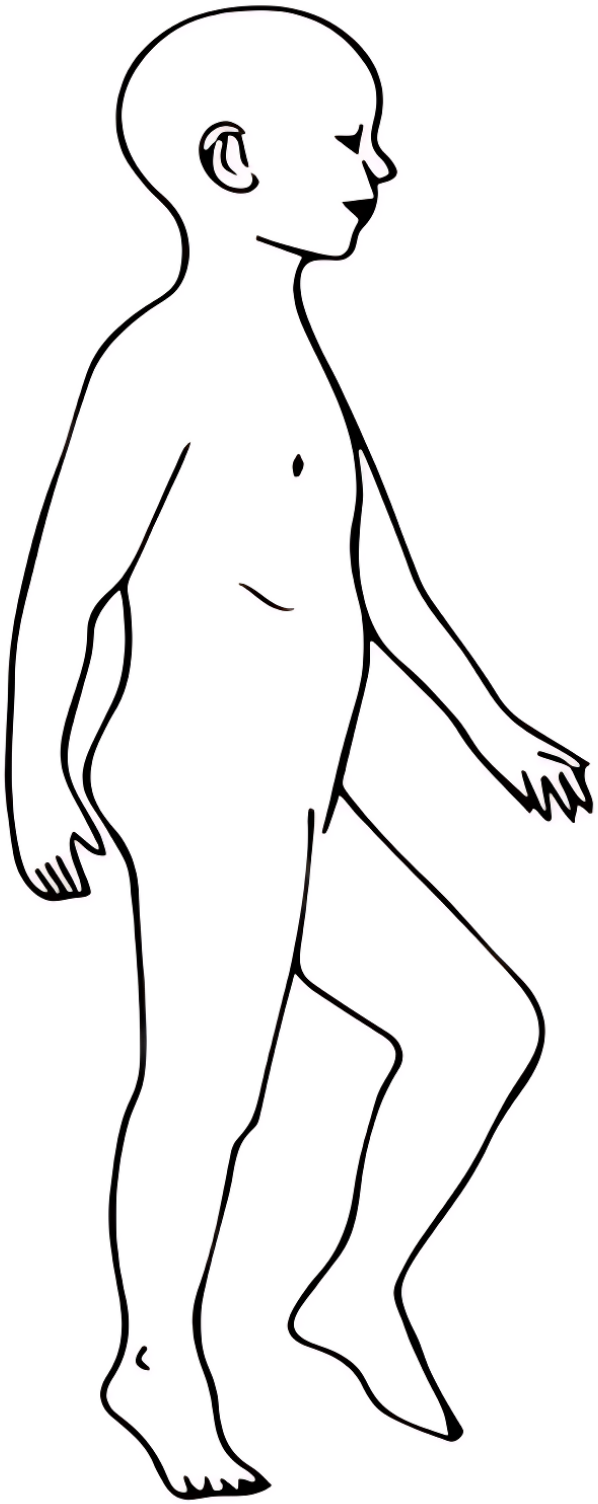


BACK

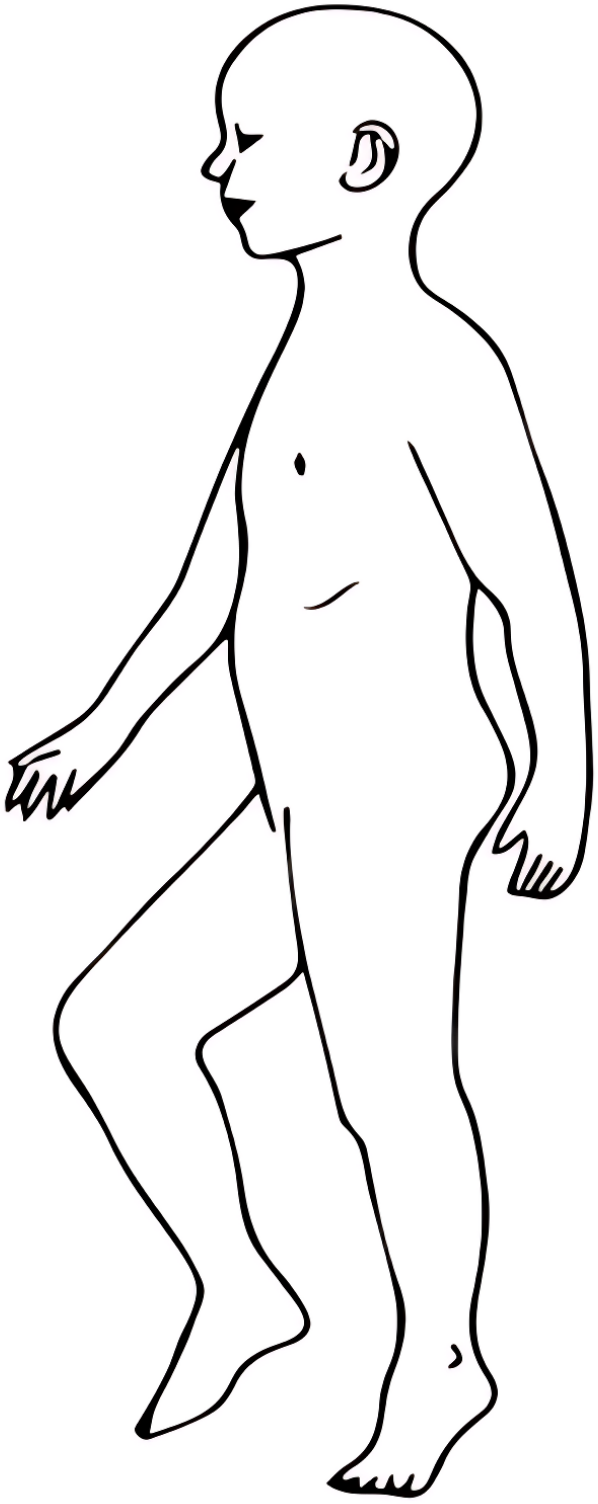


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

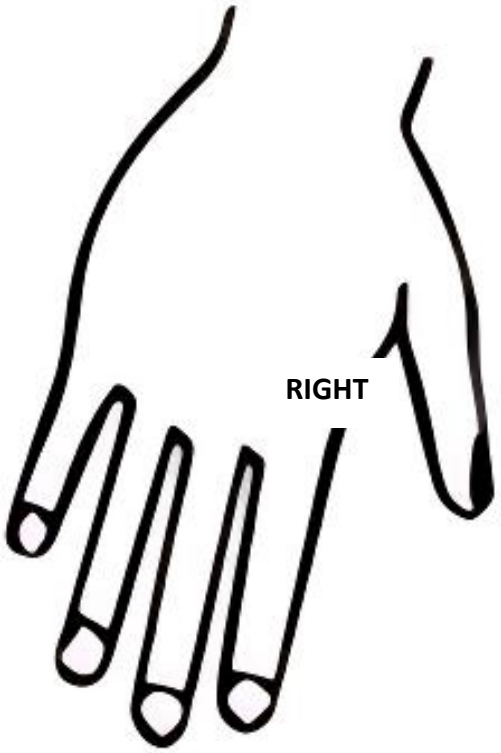
RIGHT



LEFT



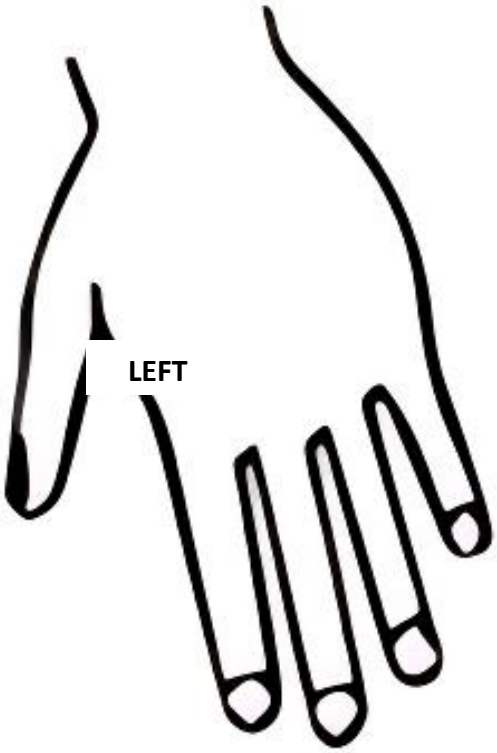
Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		



RIGHT

BACK OF HANDS

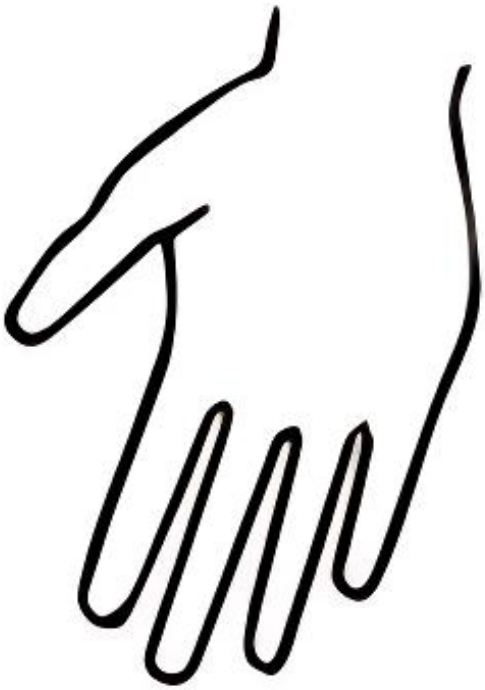
LEFT

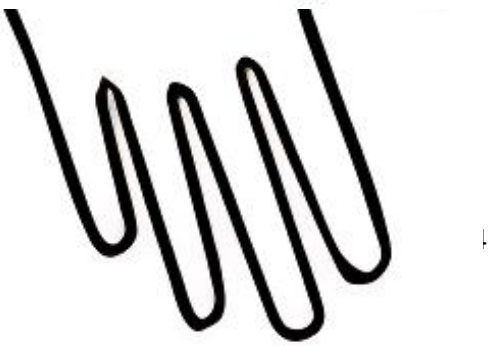


RIGHT

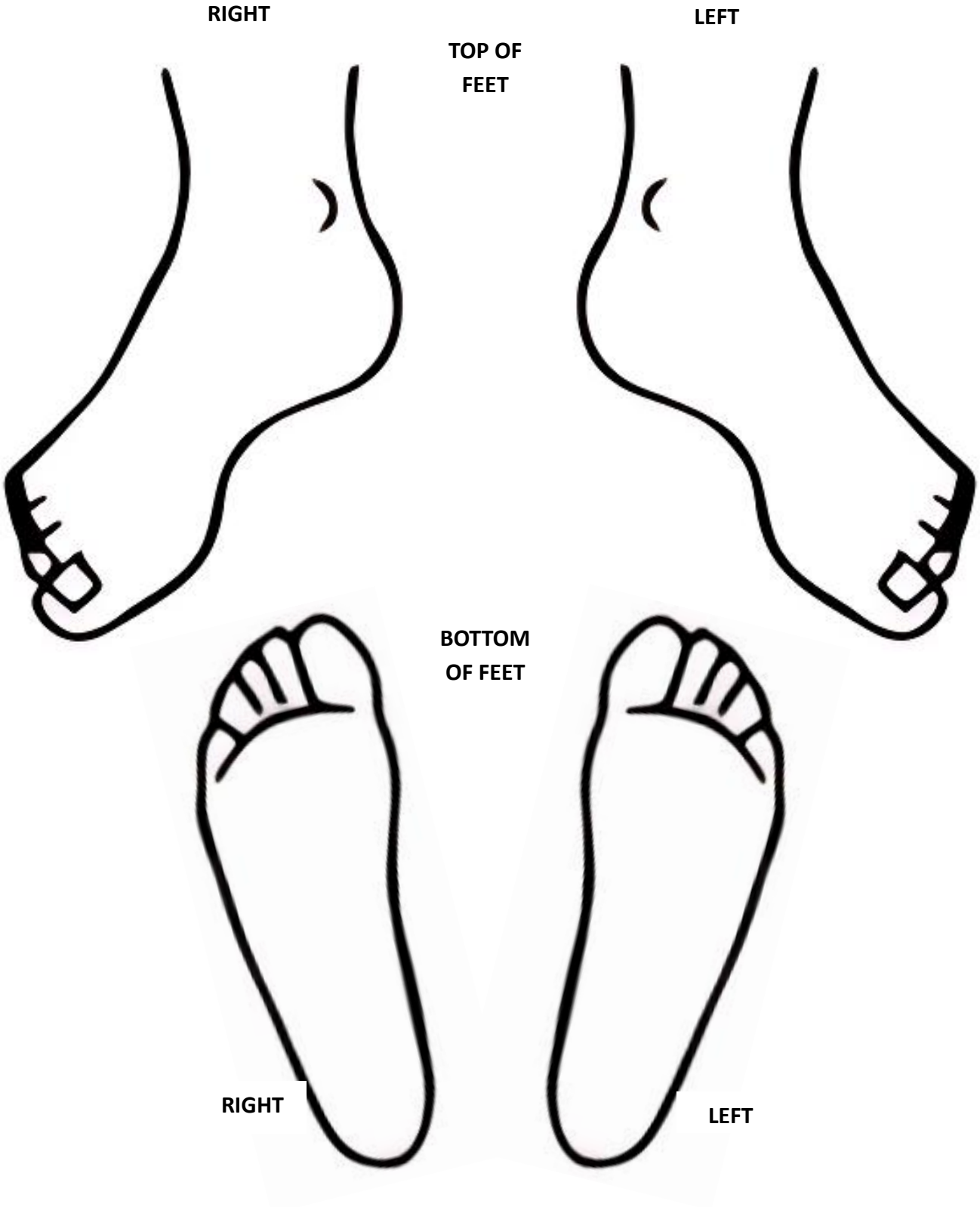
PALMS

LEFT





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



Early Years Existing Injuries Pack

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

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

Contents included within this pack:

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

Introduction

Purpose of this pack

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

Who is this pack for?

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

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

General Advice

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

It is good practice to support practitioners with their knowledge and understanding and encourage them to use professional curiosity as to whether they need to record an accident, incident or something that was said. Practitioners should consider how the information they are recording could be used in the future. For example, the recording may be needed in a child protection investigation; as evidence in care proceedings; as evidence for the police in a criminal prosecution, a multi- agency review; or during a Coroner's inquest.
The more detail the better, this pack will support practitioners with the detail that may be required when describing injures. Safeguarding is everyone's responsibility: for services to be effective, each individual and organisation should play their full part. In addition, good recording practice including a full detailed chronology safeguards the child and can provide protection for you and your practitioners in yours/their professional role.
Consider how you ensure that early years practitioners within your settings recognise abuse and neglect in children and how this knowledge is refreshed. On the final page of this pack, you will find useful links and websites that practitioners can access to ensure that their knowledge and safeguarding practices are up to date. These should be accessed regularly to check for any updates and then shared accordingly.

Nottinghamshire Safeguarding Children Partnership

Existing Injuries Flowchart

Parent/ Carer informs setting of an existing injury to their child.

Existing Injuries form is completed alongside the parent. **See footnote 1.**

Think professional curiosity. **See footnote 2.** Do you have any concerns that need discussing with DSL or management of your setting?

No – No further action.

Yes – DSL/Manager and Practitioner to complete the existing injuries reflection tool.

Use Pathway to Provision/Threshold of Need and resources in **footnote 4** to consider if a referral to MASH is needed.

If unsure contact the MASH consultation line (**County only**)

Yes – Make a MASH referral.

No – Record reason for decision not to refer signpost parents to further support as needed.

All existing injuries should be monitored after each recorded injury to identify concerns or concerning patterns by DSL and setting management. See Existing Injuries Reflection Tool.

Your Designated Safeguarding Lead is:

DSL.....

An existing injury is observed during the time the child is in nursery (NOT REPORTED BY PARENT)

CHECK: Have other Practitioners in the setting been informed of existing injury already?

Yes – **CHECK**: Has existing injuries form been completed?

No – Identify the most appropriate person to contact parents.

Has parent confirmed the injury happened at home? If so, complete the existing injuries form. **Footnote 3**

Think professional curiosity **See footnote 2.** Do you have any concerns which need discussing with DSL or management of your setting?

No – No further action.

Yes – Practitioner & DSL to complete the existing injuries reflection tool.

Use Pathway to Provision/Threshold of Need and resources in **footnote 4** to consider if a referral to MASH is needed.

If unsure contact the MASH consultation line (**County only**)

Yes – Make a MASH referral.

No – Record reason for decision not to refer signpost parents to further support as needed.

See footnote 4

Supporting Notes for Existing Injuries Flowchart

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

Footnote 1
Consider what you will do if the parent or carer reporting the injury wasn't there at the time the injury was sustained and the child was in the care of another adult.

Footnote 2
Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value. It is the need for practitioners to practice 'respectful uncertainty'. It is a combination of looking, listening, asking direct questions, checking out and reflection on information received.

Footnote 3
Consider what you will do if the parent/carer states the injury to the best of their knowledge didn't happen at home. Consult with the DSL and management of your setting regarding any actions e.g. contact the MASH consultation line (County) or refer to MASH, that need to be taken.

Footnote 4

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

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

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

MASH Consultation Line Tel: 0115 977 4247 (County)

Nottinghamshire Multi Agency Safeguarding Hub Report a new concern about a child

Existing Injuries Form Checklist

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

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

Existing Injuries Form – Tool to support reflection

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

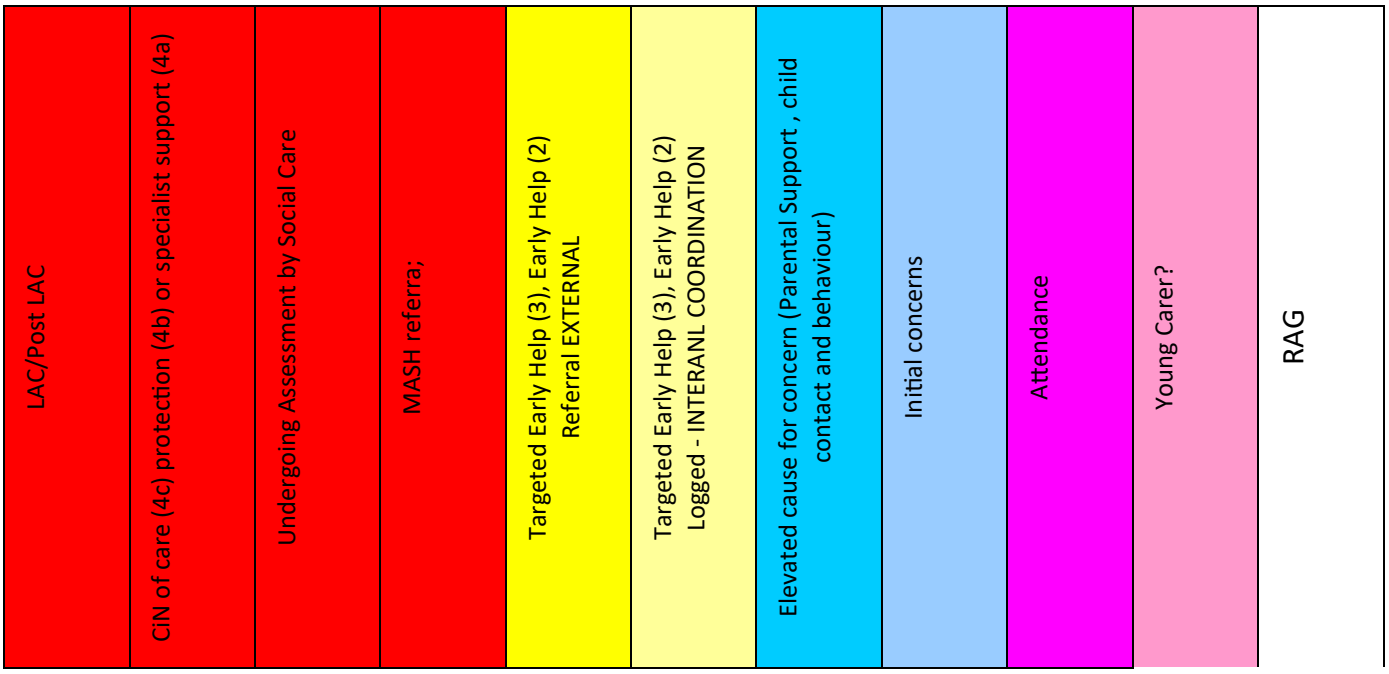
This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping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

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury (ies)?	Date(s) and injury(ies)
Is this part of a pattern? Document previous incidents/injuries of concern. Having reviewed your chronology – Are you worried?	Yes / No Comments:
What is the explanation for the injury? Who gave the explanation of the injury (child or parent)? Bruising in Babies and Young Children (proceduresonline.com) NSCP and NCSCP guidance, assists practitioners to understand the importance of bruising in babies and young children	Yes / No Comments:

Bruises on Children: Core info leaflet (NSPCC) (website) – How to identify bruises that may be a result of child abuse. Is the explanation consistent with the injury? Is the explanation concerning or are there conflicting explanations?	
Interpretation of level of risk	Low Medium High
What do you need to do about this? Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when? Have you shared/gathered information from Healthy Families Teams, Schools and Families Specialist Services (SFSS), Children's Centre Service, Early Help, other settings that the child attends or any other professionals or services working with the child/family? Referral to MASH Y/N	
Signed by Print name Role Date	Reviewed by (e.g. DSL) …. Date

Appendix 3

Central register of children with additional files



Appendix 4

WILLIAM LILLEY INFANT AND NURSERY SCHOOL

CPOMS CONDUCT AND PROTOCOL POLICY FOR STAFF

_____I

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

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

When using CPOMS I will:

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

Signed …….

Dated…….

Appendix 5

Data Destruction Policy in relation to Child Protection records.

Paper records

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

Electronic records

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

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

Appendix 6

William Lilley Infant & Nursery School

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name: **Date of Birth:** **Class:**

Sibling? **Class/other setting attended if applicable:**

Date of incident: **Time of incident:**

Date of writing: **Time of writing:**

Name:……(print) **…… (signature)**

Job Title: …….

Note the reason(s) for recording the incident.

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Please continue on accompanying sheet(s) if required and indicate here how many total sheets make up this log.

Professional opinion where relevant (how and why might this has happened).

Note actions, including names of anyone to whom your information was passed.

Any other relevant information (distinguish between fact and opinion).

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

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

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.

Any advice sought by DP (date, time, name, role, organisation and advice given).

Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons.

Note time, date, names, who information shared with and when etc.

Parent's informed Y/N and reasons.

Outcome

Record names of individuals/agencies who have given information regarding outcome of any referral (if made).

Where can additional information regarding child/incident be found (e.g., pupil file, serious incident book)?

Should a concern/ confidential file be commenced if there is not already one? Why?

Signed

Printed Name

Appendix 6a (additional)

William Lilley Infant & Nursery School

Logging a concern about a child's safety and welfare

Additional sheet (for use by any staff)

Pupil's Name: **Date of Birth:** **Class:**

Sibling? **Class/other setting attended if applicable:**

Date of incident: **Time of incident:**

Date of writing: **Time of writing:**

Factual record continued:

Additional sheet _____ of _____

Appendix 7

Logging concerns/information shared by others external to the school

(Pass to the Designated Safeguarding Lead)

Pupil's Name: **Date of Birth:** **Class:**

Sibling? **Class/other setting attended if applicable:**

Date of incident: **Date of receipt of information:**

Via letter / telephone etc.?

Time of incident **Time of receipt of information:**

Recipient (and role) of information:

Name of caller/provider of information:

Organisation/agency/role:

Contact details (telephone number/address/e-mail)

Relationship to the child/family:

Information received:

Actions/Recommendations for the School:

Outcome:

Name:

Signature:

Date and time completed:

Counter Signed by the Designated Safeguarding Lead

Name:

Date and time:

Appendix 8

Child Sexual Exploitation (CSE) Policy
The school adheres to the NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position.

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

Please Note: In February 2017, the DfE revised the definition of CSE: -
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

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

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

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

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

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

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

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

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

Further information is available from the Department for Education:

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

Appendix 9

Youth Produced Sexual Imagery (Sexting)

Introduction

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

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

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

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

It does not cover:

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

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

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

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

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

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

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.
The school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

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

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

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

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

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

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

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

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

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

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

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

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement should always be applied.

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

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

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

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

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

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

Educating Young People

As a School we need to teach children in an age-appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole School approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

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

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to be safe and to feel safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide

- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting
- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.
- Internet Matters
- London Grid for Learning
- Parentzone
- UK Safer Internet Centre

Resources parents could highlight to their children

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

The NSPCC adult's helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

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

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

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

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

Appendix 10

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

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

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

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

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

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

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

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

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

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

Appendix 11

Prevent Duty and Radicalisation (and Extremism)

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

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

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

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

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

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

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

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

Appendix 12

Female Genital Mutilation including Honour Based Abuse

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

So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committed to protect the 'honour' of the family or community, and can include forced marriage, breast ironing and female genital mutilation. There is now a specific reference in KCSiE. The preservation of 'honour' often involves a wide network of family and community members and can involve multiple perpetrators. For this reason, particular care needs to be taken when raising concerns about HBV and staff must speak to the DSL who in turn should liaise with social care and, where appropriate, the police, in line with national and local multi-agency procedures. The additional risk factors associated with HBV may put potential victims in significant and immediate danger. It is therefore important to maintain the strictest confidentiality and work closely with statutory partners where there are any concerns that someone may be at risk of, or already be a victim of HBV.
Forced marriage is defined as any marriage where one or both parties do not consent to marry, and do not have the capacity to consent. It is against the law in the UK and is often linked to so called honour-based abuse. As with other HBV concerns, disclosures and concerns around forced marriage **must** be handled with particular regard to confidentiality and an awareness of the additional associated risk factors for victims and witnesses. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used, This applies to non-binding, unofficial 'marriages' as well as legal marriages.

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

Guidance Notes for Staff/Governors

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

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

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

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

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

School staff should be alert to the following indicators:

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

In brief the signs that FGM may have occurred are:

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

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

Where you suspect that FGM has occurred:

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

Where you know that FGM has taken place:

<u>You must report this direct to the police in accordance with the mandatory duty</u>.

Please refer to <u>FGM guidance:</u>
<u>https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information</u>
Summary FGM Fact Sheet:
<u>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf</u>

Appendix 13

Children Absent From School (Missing from Education)
For further information please consult with our Attendance Policy and DfE guidance Working Together to Improve School Attendance Guidance

Following government consultation on plans to amend CME regulations, changes were made to improve information sharing between Schools and LAs to help identify children missing education and help protect to children from potential harm.
https://www.gov.uk/government/uploads/system/uploads/attachment data/file/55-416/Children Missing Education - statutory guidamce.pdf

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

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

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

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

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

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

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

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

Absence within the School Day

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

Children are more vulnerable who:

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

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

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

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

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

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

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

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

Appendix 14

Photographing and Videoing of Children in School Statement

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

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

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

Appendix 15

Private Fostering Guidance for Schools

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

What is a private fostering arrangement?

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

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

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

Who may be privately fostered?
This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

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

What to do if you are aware of a private fostering arrangement:
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

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

Signs to watch out for:

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

What Schools can do:

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

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

Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90

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

Emergency Duty out of hours Team 0300 456 4546

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

What happens after the Local Authority is notified?

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

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

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

Further Guidance & Resources:

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

Appendix 16

NCC and NSCP Child Protection and Confidential File Transfer Flow Chart

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

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

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

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

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

Discussions and Actions between the Snr Designated Safeguarding Leads

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

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

Appendix 17 Safeguarding timetable – training and monitoring

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

Autumn 1	• Share KCSiE updates • s/g refresher – INSET • Take s/g policy to FGB – publish on approval (website, staff noticeboard) • Staff to read all required policies • File transfer – new and leaving students • Review key policies that are impacted by KCSiE update for relevance and compliance • Confirm governor oversight for safeguarding • New staff induction complete • Audit medical logs and care plans • Refresh s/g materials in school (noticeboard, posters) • Plan student s/g assemblies and awareness initiatives requiring external provider input • LA Pre-Ofsted Safer Recruitment check • Working Together to improve attendance audit • Review previous year's action plan • In-house DSL meeting • Snr DSL SCR audit • Changing plan – nappies, intimate care register

Autumn 2	• New staff induction complete • LA authority audit and form action plan (s/g Governor) • Attend LA DSL network meeting • In-house DSL meeting • Governor SCR check • Snr DSL Intimate Care monitoring • Review Low level concerns

Spring 1	• New staff induction complete • Participate in Safer Internet Day • In-house DSL meeting

Spring 2	• New staff induction complete • Attend LA DSL network meeting • In-house DSL meeting • Governor file audit • Snr DSL SCR audit • Snr DSL Intimate Care monitoring • s/g refresher quiz and updated reference sheet • Review Low level concerns

Summer 1	• New staff induction complete • In-house DSL meeting

Summer 2	• Review Whole School Child Protection policy alongside LA template. • Verbal transfer of s/g information for leaving students. • Information gathering – new students. • New staff induction complete • Review Staff Handbook and Supply Staff information • Attend LA DSL network meeting • In-house DSL meeting • Snr DSL SCR audit • Snr DSL Intimate Care monitoring • Review Low level concerns

Every year	• Emergency Plan test (at different points) • Review of safeguarding curriculum effectiveness

Every two years	• DSL refresher training as per date obtained • Managing Allegations training (Head Teacher and Chair of Governors) • Looked After training as per date obtained • Prevent training – whole school • So-called Honour Based Abuse, Forced Marriage and FGM training • Understanding Behaviours (Head Teacher , Deputy/SENDCo & others as required) • Update PREVENT risk assessment • Update compliance documentation for e.g. contractors, lettings

Every three years	• Whole school Local Authority safeguarding training • Safer recruitment training as per date obtained (Governors, Head Teacher and SBM) • Specific s/g areas as per KCSiE • Designated Senior Lead for Mental Health training as per date obtained

Governing Body	• All Governors to undertake training on appointment - 'Safeguarding the governor's role/Essential Safeguarding for Governors and Trustees' • All Governors to read all KCSiE annually • All Governors to receive s/g refresher training every 3 years during their appointment - Option to include attending whole school Local Authority safeguarding training