



# WHOLE SCHOOL CHILD PROTECTION POLICY AND TEMPLATES

2024-  
2025

The content within this Child Protection Policy template reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2024. Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. KCSiE 2024 sets out what schools should and must do to safeguard children.



**BANKS ROAD INFANT AND NURSERY SCHOOL**  
**“A Home for Learning, Laughing, Caring and Trying”**



## **INTRODUCTION**

### **Our mission statement:**

Banks Road Infant and Nursery School will provide a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self-esteem in every child and their family.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school’s stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self-discipline and the awareness that each person is responsible for their own actions.

### **Our vision statement:**

***“A Home for Learning, Laughing, Caring and Trying”***

***A home for learning*** – with high standards of attainment, exciting enrichment opportunities in school, outdoors and in the wider community.

***A home for laughing*** – making learning fun, supporting and welcoming families so children are happy, safe and secure.

***A home for caring*** – nurturing and caring for our children and their families, appreciating individuality, identifying special needs early and loving teaching and learning.

***A home for trying*** – our BRILLIANT expectations help build resilient confident learners. We are ambitious and proactive always striving for excellence in all that we do.



## Policy statement and principles

### Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognizing and reporting safeguarding issues

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead, Carole Clemens, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Board for approval and sign off at the first autumn term meeting.

Date of last review: September 2024

Date of next review: September 2025

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
Headteacher	Helen Taylor	
Senior Leader(s) available for contact in the absence of the DSLs	Maria Holmes Rachael Morris	0115 917 9881
Designated Governor for Child Protection/ Safeguarding	David Morris	0115 9179881
Snr Designated Safeguarding Lead	Helen Taylor	0115 9179881
Deputy Safeguarding Leads	Maria Holmes Rachael Morris	0115 9179881
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047

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LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	0115 977 4247
Emergency Duty Team (Children’s Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

**Banks Road Infant and Nursery School**

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2018 (updated December 2023) are incorporated into this policy.

**Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are

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consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

**Maintaining a child centred and coordinated approach to safeguarding:**

Everyone who works at Banks Road Infant and Nursery School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone’s responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

**Safeguarding children is defined as:**

- The actions we take to promote the welfare of children and protect them from harm are everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

**Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**NB. Definition:** Children includes everyone under the age of 18 years of age

**Whole school approach to safeguarding:**

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children’s welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.

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- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

**Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- Going frequently missing/ going missing from care or home.
- Domestic Abuse including teenage relationship abuse.

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- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and networks, including home use.
- ‘Deliberately missing education and children who have unexplained or persistent absence from education’ or may be going ‘missing from care or home’ and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including ‘sexting’ and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages (Law change on Forced Marriage, February 2023).

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- ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

**All staff should always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

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

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and



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misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have ‘an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring’ of ICT systems and regular monitoring of school’s equipment and networks.

September 2023:- Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the ‘Governing board, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks’.

Our Governing board will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraph 145 to 146.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Our school will manage the new filtering and monitoring requirements put in place by KCSiE 2024

The school’s internet connectivity is provided and managed by Hancox IT Solutions Limited.

We have implemented a Fortinet FortiGate UTM (Unified threat management) to provide web content filtering and protection.

Here are some of the benefits of using Fortinet's cybersecurity solutions for this purpose:

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- Protection Against Cyber Threats: Fortinet's cybersecurity solutions, including firewalls, antivirus software, and intrusion detection and prevention systems, can help schools protect students from cyber threats such as malware, phishing attacks, and ransomware. This protection is essential for keeping children safe online.
- Monitoring and Reporting: Fortinet provides tools for monitoring network activity and generating reports, which can help schools identify and address any suspicious or inappropriate online behaviour among students.
- Content Filtering: Fortinet offers web filtering capabilities, allowing schools to control and restrict access to inappropriate or harmful websites. This helps ensure that students are not exposed to harmful content while using school devices or networks.
- FortiGuard URL Database Categories are based upon the Web content viewing suitability of three major groups of customers: enterprises, schools, and home/families. They also take into account customer requirements for Internet management. The categories are defined to be easily manageable and patterned to industry standards.
- Each category contains websites or web pages that have been assigned based on their dominant Web content.
- A website or webpage is categorised into a specific category that is likely to be blocked according to its content. When a website contains elements in different categories, web pages on the site are separately categorised.
- Descriptions of the categories are designed to assist the reader with category comprehension only; they are not meant to depict any form of symbolic representation of the individuals who own or surf these sites.

By default we've excluded any sites that are deemed to contain any inappropriate content such as Adult/Mature and Potentially liable categories for both staff and pupils, more information on these sites can be located here: <https://www.fortiguard.com/webfilter/categories> and within this document.

Any attempts to access inappropriate sites will be denied and this will generate a report that will include device/user information and this will be escalated to yourself or a member of SLT if there are several incidents (e.g., not a navigational mistake), this also includes personal devices connected to the school's Wi-Fi. These reports are emailed to us daily for us to verify if any inappropriate access has been attempted.

- It is not possible to monitor or manage internet usage on any device or personal devices that connect directly to the internet via a 3rd party connection, e.g. a mobile data plan or "Hotspot".

▪ **Adult / Mature Content**

<b>Category</b>	<b>Description</b>
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**Abortion** Websites pertaining to abortion data, information, legal issues, and organizations.

**Advocacy Organizations** This category caters to organizations that campaign or lobby for a cause by building public awareness, raising support, influencing public policy, etc.

**Alcohol Websites** which legally promote or sell alcohol products and accessories.

**Alternative Beliefs** Websites that provide information about or promote spiritual beliefs not included in Global Religion, or other nonconventional or folkloric beliefs and practices, including but not limited to sites that promote or offer methods, means of instruction, or other resources to affect or influence real events through the use of spells, curses, magic powers, satanic, or supernatural beings.

**Dating** Websites that allow individuals to make contact and communicate with each other over the Internet, usually with the objective of developing a personal, romantic, or sexual relationship.

**Gambling** Sites that cater to gambling activities such as betting, lotteries, casinos, including gaming information, instruction, and statistics.

**Lingerie and Swimsuit** Websites that utilizes images of semi-nude models in lingerie, undergarments and swimwear for the purpose of selling or promoting such items.

**Marijuana** Sites that provide information about or promote the cultivation, preparation, or use of marijuana.

**Nudity and Risqué** Mature content websites (18+ years and over) that depict the human body in full or partial nudity without the intent to sexually arouse.

**Other Adult Materials** Mature content websites (18+ years and over) that feature or promote sexuality, strip clubs, sex shops, etc. excluding sex education, without the intent to sexually arouse.

**Pornography** Mature content websites (18+ years and over) which present or display sexual acts with the intent to sexually arouse and excite.

**Sex Education** Educational websites that provide information or discuss sex and sexuality, without utilizing pornographic materials.

**Sports Hunting and War Games** Web pages that feature sport hunting, war games, paintball facilities, etc. Includes all related clubs, organizations and groups.

**Tobacco** Websites which legally promote or sell tobacco products and accessories.

**Weapons (Sales)** Websites that feature the legal promotion or sale of weapons such as hand guns, knives, rifles, explosives, etc.

Staff will have access to all the below categorise, apart from advertising and social media, unless WE STATE that access is required to social media. If we deem a category should be restricted for staff access at any time, then access can be denied.

For pupils' access, the filtering is customised as per the school's requirements, but generally only those categories deemed fit for educational use will be granted access.

- **General Interest - Business**

**Category**      Description

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**Armed Forces** Websites related to organized military and armed forces, excluding civil and extreme military organizations.

**Artificial Intelligence Technology** Sites that offer solutions, insights and resources related to artificial intelligence (AI), such as machine learning, natural language processing, computer vision, robotics and more. These sites may provide AI-based products, platforms, tools, courses, research papers or news.

**Business** Sites sponsored by or devoted to business firms, business associations, industry groups, or business in general. Information Technology companies are excluded in this category and fall in Information Technology.

**Charitable Organizations** Sites for organizations that are set up with a mission that serves a public purpose, and are philanthropic in nature. This category excludes advocacy or political organizations.

**Finance and Banking** Financial Data and Services -- Sites that offer news and quotations on stocks, bonds, and other investment vehicles, investment advice, but not online trading. Includes banks, credit unions, credit cards, and insurance. Mortgage/insurance brokers apply here as opposed to Brokerage and Trading.

**General Organizations** Sites that cater to groups, clubs or organisations of individuals with similar interests, either professional, social, humanitarian or recreational in nature. Social and Affiliation Organizations: Sites sponsored by or that support or offer information about organizations devoted chiefly to socializing or common interests other than philanthropy or professional advancement. Not to be confused with Advocacy Groups and Political Groups.

**Government and Legal Organizations** Government: Sites sponsored by branches, bureaus, or agencies of any level of government, except for the armed forces, including courts, police institutions, city-level government institutions. Legal Organizations: Sites that discuss or explain laws of various government entities.

**Information Technology** Information Technology peripherals and services, cell phone services, cable TV/Internet suppliers.

**Information and Computer Security** Sites that provide information about or free downloadable tools for computer security, but not ordinary Freeware and Software downloading.

**Online Meeting** Sites that enable hosting of meetings, screen sharing and collaboration of documents across the Internet.

**Remote Access** Sites that facilitate authorized access and use of computers or private networks remotely across the Internet.

**Search Engines and Portals** Sites that support searching the Web, news groups, or indices/directories. Sites of search engines that provide info exclusively for shopping or comparing prices, however, fall in Shopping and Auction.

**Secure Websites** Sites that institute security measures such as authentication, passwords, registration, etc.

**URL Shortening** Sites providing URL shortening services, which makes an URL substantially shorter and still direct to the required page.

**Web Analytics** Sites that are used to collect and assess web traffic data.

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**Web Hosting** Sites of organizations that provide hosting services, or top-level domain pages of Web communities.

**Web-based Applications** Sites that mimic desktop applications such as word processing, spreadsheets, and slide-show presentations.

- **General Interest** - Personal

**Category** Description

**Advertising** Sites that provide advertising graphics or other ad content files, including ad servers (domain name often with 'ad.', such as ad.yahoo.com). If a site is mainly for online transactions, it is rated as Shopping and Auctions. Includes pay-to-surf and affiliated advertising programs.

**Arts and Culture** Websites that cater to fine arts, cultural behaviours and backgrounds including conventions, artwork and paintings, music, languages, customs, etc. Also includes institutions such as museums, libraries and historic sites. Sites that promote historical, cultural heritage of certain area, but not purposely promoting travel.

**Auction** Websites that feature on-line promotion or sale of general goods and services such as electronics, flowers, jewellery, music, etc, excluding real estate. Also includes on-line auction services such as eBay, Amazon, Priceline.

**Brokerage and Trading** Sites that support active trading of securities and management of investments. Real estate broker does not apply here, and falls within Shopping and Auction. Sites that provide supplier and buyer info/ads do not apply here either since they do not provide trading activities.

**Child Education** Websites developed for children age 12 and under. Includes educational games, tools, organizations and schools. Note that children's hospitals are rated as Health.

**Content Servers** Websites that host servers that distribute content for subscribing websites. Includes image and Web servers.

**Digital Postcards** Sites for sending/viewing digital post cards.

**Domain Parking** Sites that simply are place holders of domains without meaningful content.

**Dynamic Content** URLs that are generated dynamically by a Web server.

**Education** Educational Institutions: Sites sponsored by schools, other educational facilities and non-academic research institutions, and sites that relate to educational events and activities. Educational Materials: Sites that provide information about, sell, or provide curriculum materials. Sites that direct instruction, as well as academic journals and similar publications where scholars and professors submit academic/research articles.

**Entertainment** Sites that provide information about or promote motion pictures, non-news radio and television, music and programming guides, books, humour, comics, movie theatres, galleries, artists or review on entertainment, and magazines. Includes book sites that have personal flavour or extra-material by authors to promote the books.

**Folklore** UFOs, fortune telling, horoscopes, fen Shui, palm reading, tarot reading, and ghost stories.

**Games** Sites that provide information about or promote electronic games, video games, computer games, role-playing games, or online games. Includes sweepstakes and giveaways. Sport

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games are not included in this category, but time-consuming mathematic game sites that serve little education purpose are included in this category.

**Global Religion** Sites that provide information about or promote Buddhism, Bahai, Christianity, Christian Science, Hinduism, Islam, Judaism, Mormonism, Shinto, and Sikhism, as well as atheism.

**Health and Wellness** Sites that provide information or advice on personal health or medical services, procedures, or devices, but not drugs. Includes self-help groups. This category includes cosmetic surgery providers, children's hospitals, but not sites of medical care for pets, which fall in Society and Lifestyle.

**Instant Messaging** Sites that allow users to communicate in real-time over the Internet. Job Search Sites that offer information about or support the seeking of employment or employees. Includes career agents and consulting services that provide job postings.

**Medicine** Prescribed Medications: Sites that provide information about approved drugs and their medical use. Supplements and Unregulated Compounds: Sites that provide information about or promote the sale or use of chemicals not regulated by the FDA (such as naturally occurring compounds). This category includes sites of online shopping for medicine, as it is a sensitive category separated from regular shopping.

**News and Media** Sites that offer current news and opinion, including those sponsored by newspapers, general-circulation magazines, or other media. This category includes TV and Radio sites, as long as they are not exclusively for entertainment purpose, but excludes academic journals. Alternative Journals: Online equivalents to supermarket tabloids and other fringe publications.

**Newsgroups and Message Boards** Sites for online personal and business clubs, discussion groups, message boards, and list servers; includes 'blogs' and 'mail magazines.'

**Personal Privacy** Sites providing online banking, trading, health care, and others that contain personal privacy information.

**Personal Vehicles** Websites that contain information on private use or sale of autos, boats, planes, motorcycles, etc., including parts and accessories.

**Personal Websites and Blogs** Private web pages that host personal information, opinions and ideas of the owners.

**Political Organizations** Sites that are sponsored by or provide information about political parties and interest groups focused on elections or legislation. This is not to be confused with Government and Legal Organizations, and Advocacy Groups.

**Real Estate** Websites that promote the sale or renting of real estate properties.

**Reference** Websites that provide general reference data in the form of libraries, dictionaries, thesauri, encyclopaedias, maps, directories, standards, etc.

**Restaurant and Dining** Websites related to restaurants and dining, includes locations, food reviews, recipes, catering services, etc.

**Shopping** Websites that feature on-line promotion or sale of general goods and services such as electronics, flowers, jewellery, music, etc, excluding real estate. Also includes on-line auction services such as eBay, Amazon, Priceline.

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**Social Networking** A social networking site is a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. A social network service consists of a representation of each user (often a profile), his or her social links, and a variety of additional services. Social network sites are web-based services that allow individuals to create a public profile, create a list of users with whom to share connections, and view and cross the connections within the system.

**Society and Lifestyles** This category contains sites that deal with everyday life issues and preferences such as passive hobbies (gardening, stamp collecting, pets), journals, blogs, etc.

**Sports** Includes sites that pertain to recreational sports and active hobbies such as fishing, hunting, jogging, canoeing, archery, chess, as well as organized, professional and competitive sports.

**Travel** Websites in this category feature travel related resources such as accommodations, transportation (rail, airlines, cruise ships), agencies, resort locations, tourist attractions, advisories, etc.

**Web Chat** Sites that host Web chat services, or that support or provide information about chat via HTTP or IRC.

**Web-based Email** Sites that allow users to utilize electronic mail services.

The school also has the following online policies:

- Acceptable Personal Use
- Internet Safety and Acceptable Use
- E-Safety

Our Governing board will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the ‘best interest of the child’ and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children’s access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a ‘zero tolerance’ approach to harassment and abuse as informed in KCSiE.

As a *school* should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but



we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as ‘**alleged perpetrator(s)**’ or ‘**perpetrator(s)**’ as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

### **Identifying Concerns**

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

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

**The four categories of child abuse are as follows:**

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

### **Indicators of abuse and neglect**

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child they are



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worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

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

The additional requirements KCSiE 2024 places on schools, informs our staff of the greater responsibilities to ensure wherever possible, children can access and use different media platforms safely. In particular, making further reference to on-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and

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may have limited supervision from parents/carers. Our school provides on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation.

The school has a Child on Child Abuse policy which covers KCSiE 2024 Part Five Child on Child sexual violence and sexual harassment and Annex A.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Banks Road Infant and Nursery School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children’s social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

We ensure regular contact is made with other agencies, social care and social workers to support vulnerable children. We holding regular meetings in schools and access multi-agency training. Our school hosts meetings for individual children and families in school. To support better access and involvement for children, parents/carers to have increased involvement.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing boards and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to.

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Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

The Snr Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The school site is used by outside organisations (see KCSiE 2024 paragraph 377) for Holiday club for children on roll at our school and others in the locality. If concerns are raised regarding any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO.

We ensure staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. Safeguarding audits led by the Safeguarding governor checks whether they know how to report concerns or disclosures. Supply staff and volunteers receive appropriate safeguarding information during inductions. All volunteers / parent helpers sign an agreement to confirm they understand our procedures and have read KCSiE part one (2024).

The school ensures the safe recruitment of all staff and we maintain ongoing vigilance (see KCSiE 2023 paragraph 343) to ensure a culture which considers matter inside and outside the workplace including online. As part of our recruitment process, the shortlisting of staff now involves a check on social media platforms

The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Snr DSL along with the Designated Teacher can inform the Governing board the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

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The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

Regular PEP meetings are held with the Virtual school. Governors receive a termly LAC report from the designated teacher.

Under the section on additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. The support services working with the school are:

- Specialist teacher for PSED Team Primary Social and Emotional Development team. Working in conjunction with South Broxtowe Partnership in the prevention of exclusions.
- Kate Endersby- Educational Psychologist. [Kate.Endersby2@nottsc.gov.uk](mailto:Kate.Endersby2@nottsc.gov.uk)
- Sue Mosley- Early Years Schools & Families Specialist Services (SFSS) [sue.mosley@nottsc.gov.uk](mailto:sue.mosley@nottsc.gov.uk)
- Community Paediatric Team, Beeston Health Centre, Dovecote House, Wollaton Road, Beeston
- Childrens Centre, Nottinghamshire Health Care, City Hospital Campus, Hucknall Road, NG5 1PB
- Speech and Language Therapy Service, Stapleford Care Centre, Church Street, Stapleford, Notts NG9 8DB.
- FPDSS Fountaindale Physical Disability Specialist Service.
- SEN Officer advice for EHCP Education Health and Care Plan. County Hall, West Bridgford Nottingham. NG2 7QP
- CAMHS support for further information <http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/organisation.page?id=fllzZB0m2Tw>
- Nottinghamshire County Council Local Offer [http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local\\_offer.page](http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page)
- Attendance Officer who offers support around punctuality and good attendance
- EHAF: Early Help Assessment Form. This provides parents and school a pathway of provision to access outside agency support. <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/early-helpassessment/>

*See Local Offer for full details*



## **Our Child Protection Policy**

**There are seven main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment (see filtering and monitoring arrangements for online safety and harms *p 9-15 above*).

We recognise that because of the day-to-day contact our school have with children they and we are well placed to observe the outward signs of abuse.

**The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- *KCSIE 2024*: Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and

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children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- *KCSiE 2024* Recognising the link between mental health, school attendance and children ‘absent from education’ and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- *KCSiE 2024* Ensuring our Relationships and Behaviour Regulations policy and Anti Bullying policy include measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks
- *KCSiE 2024* Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- The response required by school and safeguarding agencies to address any ‘harm outside the home’ also known as ‘extra familial harm’. *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- As a school we intend to embed and teach safeguarding as part of your broad and balanced RSHE curriculum:

The aim of RSHE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSHE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils’ self-esteem and confidence, especially in their relationships with others;
- To help pupils develop resilience to stick to goals and achieve them, and recover from challenges and obstacles;
- To help pupils to develop their communication and assertiveness skills and to make the most of their abilities;
- To develop pupils’ understanding of the importance of a healthier safer lifestyle;

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- To provide a description of how RSE is delivered, monitored and evaluated in the school;
  - To help pupils learn to respect and care for their bodies and
  - To help pupils, parents and carers learn **how** to gain access to information and support.
  - To help pupils understand the importance of respecting others
  - To help pupils realise that they need to be responsible for their own actions
- 
- We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school environment.
  - Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
  - Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
  - Promote pupil health and safety.
  - Promote safe practice, and challenge unsafe practice.
  - Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
  - Provide first aid and meet the health needs of children with medical conditions
  - Ensure school site security.
  - Address drugs and substance misuse issues.
  - Support and plan for young people in custody and their resettlement back into the community.
  - Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
  - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
  - Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. (KCSiE 2024 Annex B (page 149).
  - **Note:** KCSiE 24 Paragraphs 205 to 209 informs statutory guidance for ‘Children who are lesbian, gay, bisexual, or gender questioning is under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.
  - *Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.*

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**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:**

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing board knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in supporting children with mental health concerns and being alert to the signs of abuse, neglect or is being exploited or is witnessed to hearing/seeing abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children’s social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school’s website.
- Notify Children’s Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; *We use paper files and the child protection or confidential file is kept separate from the main pupil file, in a locked cabinet in the office store room adjacent to the office (not a classroom)*
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.



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- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

### **Supporting children**

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

The school will endeavour to support the pupil through:

- Developing the content of the curriculum through our RSE / PSHE sessions. Children may also access our ‘nurture’ sessions’.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school’s Relationships and Behaviour Regulations policy, anti-bullying policy and child on child abuse policy which is kept up to date with national and local guidance and which are aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. Our school has trained staff in ‘nurture’ which children access through our designated Rainbow Room. We are proactive in accessing, through referrals, specialist services related to behaviour concerns, e.g. SBAP, Play Therapy.
- Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and

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Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child’s social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by Rachael Morris (SENDCo)
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school child on child in school policy.

### **Safe Staff and Safe Recruitment**

- The leadership team and governing board of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing board will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The *school* has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three paragraphs 206 to 351.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two. Staff are asked to review the Employee Code of Practice annually and sign to confirm they adhere to it.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices through an induction meeting which requires a signed agreement to adhere to policies and practices before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the head teacher (or the Designated Safeguarding Lead) if the head teacher is not present, will be notified

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immediately. If it relates to the head teacher, the *chair of governors* will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.

- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR’s guidance section of the School Portal.
  
- KCSiE 2024 Part Two paragraph 171: Alternative Provision – If the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.  
The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

### **Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school:

- **Accessibility Plan**
- **Anti-Bullying (v 2023)**
- **Attendance Policy**
- **Behaviour Expectations written Statements (Banks Road BRILLIANT expectations)**
- **BME and Equality**
- **Central Record of Recruitment and Vetting Checks**
- **Complaints’ Procedure Statement**
- **Code of Conduct for School Employees**
- **E Safety Policy (including Cyber Bullying)**
- **Freedom of Information.**
- **Female Genital Mutilation (FGM) Guidance**
- **Radicalisation – Prevent Duty**
- **Health and Safety**
- **Induction for new staff**
- **Disability Equality Scheme**

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- First Aid Policy
- Home-school Agreement Document 2023-2024
- Physical intervention/positive handling
- Register of Pupil Attendance
- School Access Policy
- School Relationships and Behaviour Regulations Policy (2023)
- Relationships and Sex Education
- Special Educational Needs Policy
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline, Conduct and Grievance ( procedures for addressing)
- Schools information published on a website
- Whistle Blowing Policy
- Visitors and Volunteers Policy
- Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).
- Relationships, Sex and Health Education
- Well Being
- Guidance for NSPCC helpline and usage (KCSiE 2023 Paragraph 466; when to call the police guidance from the NSPCC).
- Prevent Action Plan
- CRB - Use of Reasonable Force Policy/ Guidance
- New: Child on Child abuse
- Personal Intimate care
- Safer recruitment and selection policy
- Supporting pupils with medical conditions

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:  
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

**All Agencies**

- [Pathway to Provision Version 7\(NCC\)](#)
- [Guidance where children are at risk of missing education](#)
- [Escalation policy \(NCC\)](#)
- [Interagency Safeguarding Children Procedures of the NSC](#)

## **Roles and Responsibilities**

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**All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Two of our TAs are fully qualified in supporting children with mental health needs through our nurture groups.

We have an ‘open door policy for parents/ carers to come into school to seek support or advice.

In certain circumstances it is necessary for children and social workers meeting during the school day where required and our DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child’s needs are met.

**Safeguarding Training**

All our staff are aware of systems within Banks Road Infant and Nursery School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2023 Part One.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection in house refresher training annually led by the head teacher and in addition attend the NCC training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required. In addition to this, staff are kept up to date with any local or national changes to safeguarding guidance.

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All our staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Staff know how to access the NSCP website and training opportunities.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children’s social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

**Early Help:** is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

**All school and college staff should be particularly alert to the potential need for early help for a child who:**

- is disabled or has certain health conditions and has specific additional needs.
  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
  - has a mental health need.
  - is a young carer.
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
  - is frequently missing/goes missing from education, home, or care,
  - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
  - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
  - is at risk of being radicalised or exploited.
  - has a parent or carer in custody or is affected by parental offending.
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
  - is misusing alcohol and other drugs themselves.
  - is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage.
  - is a privately fostered child.
- ( Working Together to Safeguard Children 2023 and KCSiE paragraph 497)



### **Staff responsibilities**

All staff have a key role to play in identifying concerns and provide early help for children.

#### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the School's *online* safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing board.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2024 Part One.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Relationships and Behaviour Regulations Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to

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the safeguarding response for children who go missing from education and the role of the DSL.

**Senior Leadership/Management Team responsibilities:**

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2023) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing board such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two).
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

**Teachers (including ECTs) and Head teachers – Professional duty**

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

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

**Designated Safeguarding Lead**



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We have a Snr Designated Safeguarding Lead, Helen Taylor, who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have Deputy Safeguarding Leads, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

**The Senior Designated Safeguarding Lead is expected to:**

**Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children’s social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

The Snr DSL and DSL team meet on a regular basis (weekly DSL / SLT meetings) so each is fully informed of children subject to safeguarding concerns.

Please Note: Should children be subject of safeguarding concerns the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements.

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### **Work with others**

- Liaise with the headteacher to inform him/her of any issues and ongoing investigations.
- As required, liaise with the ‘case manager’ (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2023) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The head teacher, designated safeguarding leads and governing board are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.
- The staff team contribute to developing the curriculum and learning experiences for children and staff through a collegiate approach: staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.

### **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training. (see CP training log2

### **The training undertaken should enable the Designated Safeguarding Lead to:**

- Understand the assessment process for providing early help and intervention through the NSCP’s Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

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- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2023 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2023 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

#### **Raise awareness**

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

#### **Child Protection file**

- The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their ‘child protection’, ‘child in need’ file or ‘confidential’ file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing board annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.

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### **Availability**

- During term time the Snr Designated Safeguarding Lead or deputies will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

### **Headteacher**

#### **The Headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing board are fully implemented, and followed by all staff.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head teacher will ensure all staff have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Code of Conduct Policy.
- The Head teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024 Part One.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the head teacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2024). If the allegation is against the Head teacher then the Chair of the Governing Board will manage the allegation.

### **Governing Board**

**We recognise our Governing board has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2023, ensuring policies, procedures and training in our school are effective and comply with the law at all times.**

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**The governing board is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:**

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring all staff, including supply teachers and governors read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's 'safeguarding arrangements,' even though a *governor* will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring the Chair of Governors is able to respond if there is an allegation against the headteacher, by consulting with the LADO or other appropriate officers within the local authority.

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- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.
- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carers and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the ‘safeguarding arrangements,’ and child protection policy.
- When the school premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees’ that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

**Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child’s social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will

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work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.

- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

### **Care Leavers**

- We recognise those children and young people who cease to be Looked After and become ‘care leavers’, should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person.

### **Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff’s vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child’s SEN and disabilities.

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- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

Additional arrangements are put into place for children who need extra physical support. Manual handling training is completed by all staff in contact with specific children.

- **Taking action where concerns are identified**

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

If staff have concerns about a child they will need to decide what action to take.

A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.



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- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children’s social care without delay, either to the child’s own social worker or to the MASH. Children’s Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children’s social care. When a child is in immediate danger children’s social care/the police will be contacted.

The Headteacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

### **Information Sharing**

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Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCRs) and Rapid Reviews (R.R's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 updated December 2023).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.
- HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

All staff receive annual training on GDPR Information Sharing

**Records and Monitoring** (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to, or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file has a **red C** in the top right hand corner to denote a separate file exists.

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.



### **Why recording is important**

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

Our school, Banks Road Infant and Nursery School, maintains paper ‘concern’s files or ‘child protection confidential’ Files.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time.

On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

### **The Child Protection (CP), Child in Need (CiN) or Confidential file**

(KCSiE 2023 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child’s main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child’s welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a ‘concern’ for one child may not be a ‘concern’ for another and the particular child’s circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school (named designated person).

### **A ‘child protection’ or ‘confidential’ file should be commenced in the event of:**

- A referral to MASH/Children’s Social Care.
- A number of minor concerns on the child’s main school file.
- Any child open to social care.

### **All ‘child protection’ or ‘safeguarding confidential’ files should contain:**

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.

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- A record of concerns and issues shared by others.

The school will keep written paper copies of concerns about children even where there is no need to refer the matter to MASH/Children’s Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect<sup>2</sup>

The ‘confidential’ file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

**Transfer of child’s child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our school file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child’s journey and include key information as described in KCSiE 2024 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child’s child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSLs will liaise directly with the receiving school or alternative placement and hold a discussion to share important information to support the child’s transfer to ensure the child remains safeguarded, has any ‘reasonable adjustments’ agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing ‘if appropriate’ with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the ‘Channel’ programme.

(KCSiE 2024 paragraph 121 to 122 and Annex C).



### **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

***NB There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance.***

Further detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 9 document published March 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

### **Educating Young People – Opportunities to teach safeguarding**

(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

As a school, we will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology.

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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.

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

This issue will be taught as part of a wider PSHE, and will also be taught as part of a wider RSHE programme, as RSHE became mandatory in all schools from September 2021.

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 <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- 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 <https://www.ceop.police.uk/safety-centre/>

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- 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 <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

We would hope that we are always open to discussing concerns and finding solutions which ensure children are kept safe.

**The following appendices are a part of this policy:**

Appendix 1	NCC LA Flow Chart ‘What to do if you are worried a child is being abused, at risk of harm or neglect
Appendix 2	Template: Case Record and Chronology form
Appendix 3	Template: Logging a concern about a child’s safety and welfare
Appendix 4	Template: Body Maps Guidance and Body Maps

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**Appendix 1**

**Banks Road Infant and Nursery school Child Protection/ Safeguarding Flow Chart  
 ‘What to do if you are worried a child is being abused, at risk of harm or neglect’**

**Member of staff, volunteer has concerns about a child’s welfare**

- Be alert to signs of abuse, question unusual behaviour or changes to presentation

**Where a child discloses abuse, neglect, sexual violence or sexual harassment**

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**

**Discuss concerns with the Snr Designated/ Named Safeguarding Lead**

- The Safeguarding Lead will consider further actions including consultation with Children’s Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a ‘confidential concerns’ or ‘child protection’ file should be opened, stored in line with the school child protection policy.
- At all stages the child’s circumstances 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.**

**Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care**  
 Have child/ families personal details to hand and be clear about concern/ allegations

**Safeguarding concern Resolved /no longer held**  
 Support has been agreed, record decision, any follow up actions

**Children’s Social Care**  
**During Office Hour, Monday to Friday**  
**Multi Agency Safeguarding Hub (MASH)**  
**Tel:- 0300 500 80 90** If the child is at **immediate risk dial 101 and ask for assistance** Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures – [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Out of hours**  
**Emergency Duty Team**  
**5.00pm – 8.30am**  
**Tel 0300 456 4546**

**NSPCC Whistle blowing Tel: 0800 028 0285**

**Unmet needs identified**  
 Decide what actions are needed to support the child

**Consult with child young person, family and relevant agencies: Agree support, refer to NSCP guidance ‘Pathway to Provision’ Version 9.1**

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921**

**Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047**

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**





**Appendix 2**

**Case Record/Chronology**

**CONFIDENTIAL**

**Sheet Number:**

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

<b>Name:</b>		
<b>DOB:</b>		<b>Form:</b>
<b>Date</b>	<b>Information/Details of concerns or contact</b>	<b>Print Name and Signature</b>

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**Appendix 3**

**Logging a concern about a child’s safety and welfare**

**Part 1 (for use by any staff)**

<b>Pupil’s Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b>		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>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?</b>		
<b>Professional opinion where relevant (how and why might this have happened?)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**Check to make sure your report is clear to someone else reading it.  
Please give this form to your Snr Designated Safeguarding Lead**

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**Part 2 (for use by the Snr Designated Safeguarding Lead (DSL))**

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

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**Logging concerns/information shared by others external to the school (Pass to the Designated Safeguarding Lead)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>
	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b>
	<b>Via letter / telephone etc.?</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by the Designated Safeguarding Lead</b>	
<b>Name:</b>	
<b>Date and time:</b>	



## **Body Map Guidance for Schools**

**Medical assistance should be sought where appropriate.**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.



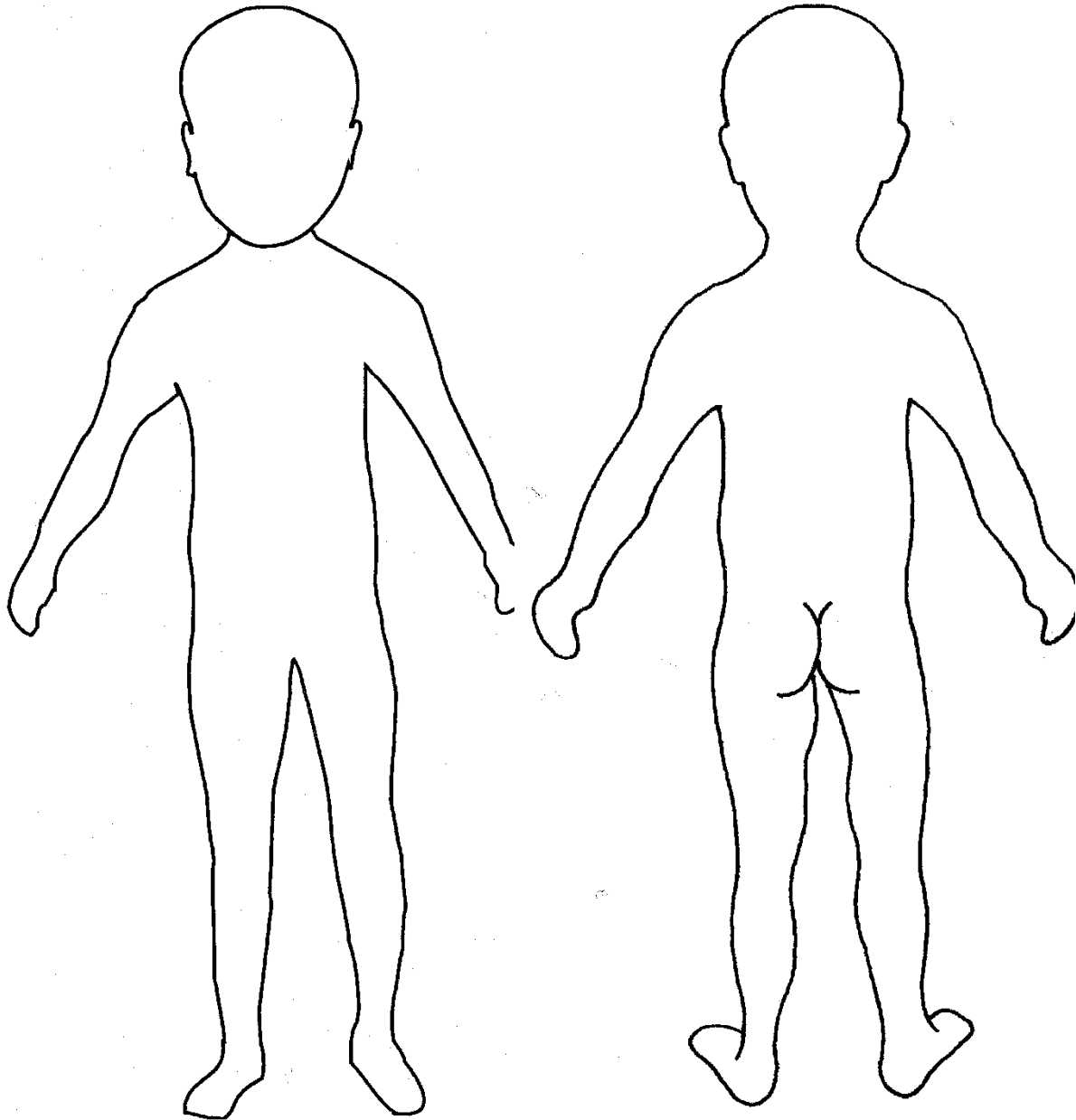
**BODYMAP**

**(This must be completed at time of observation)**

Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

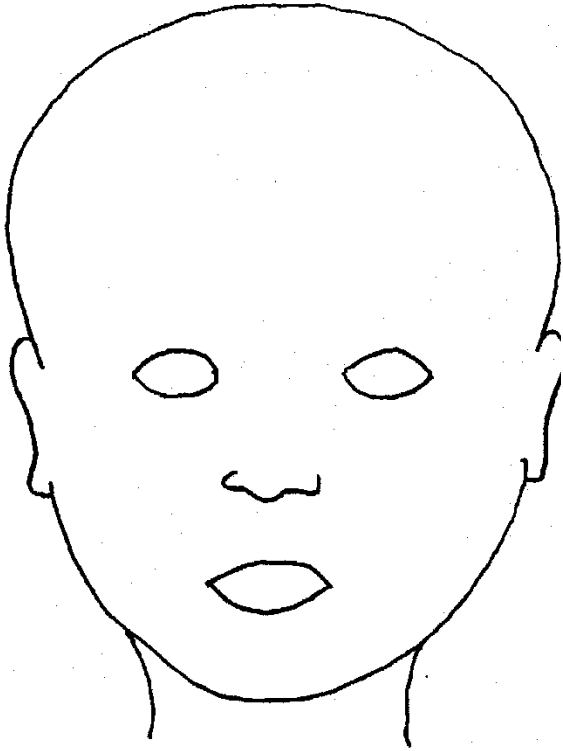


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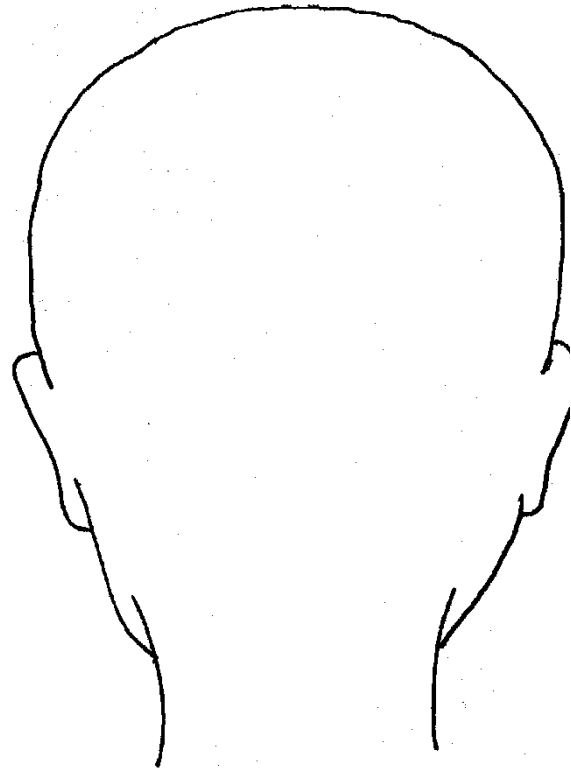


Name of Child: \_\_\_\_\_

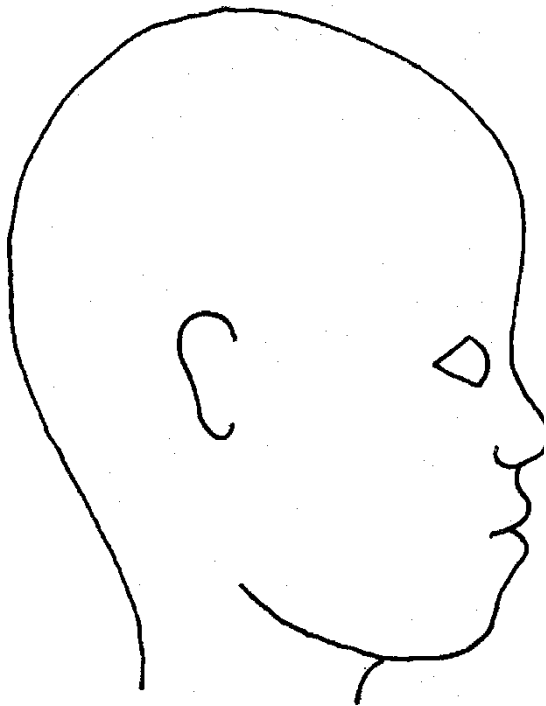
Date of observation: \_\_\_\_\_



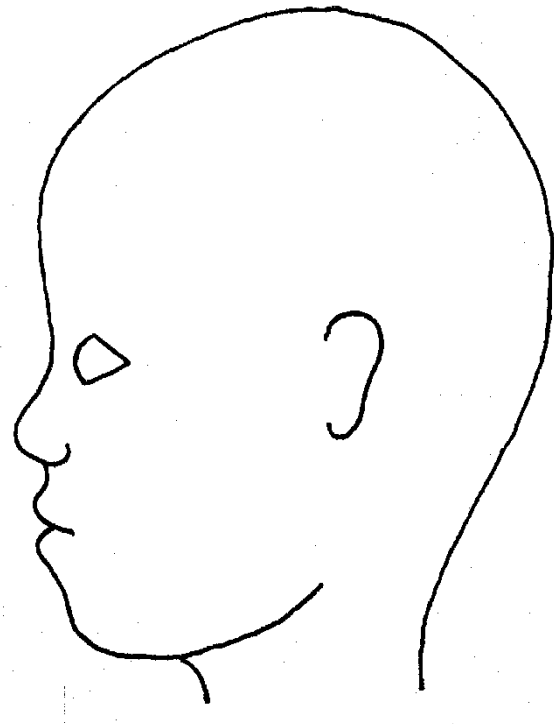
**FRONT**



**BACK**



**RIGHT**



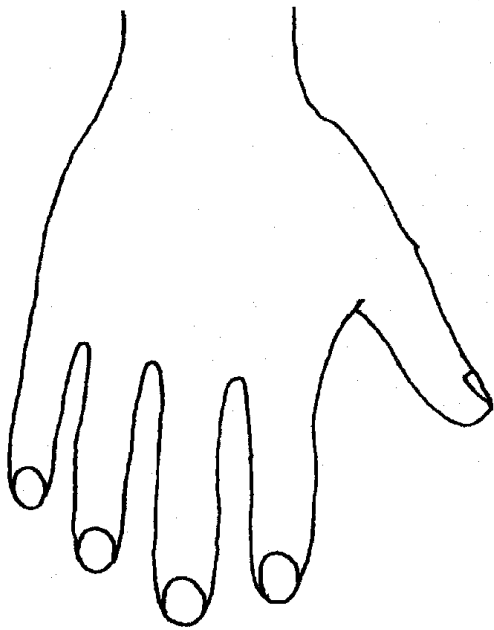
**LEFT**

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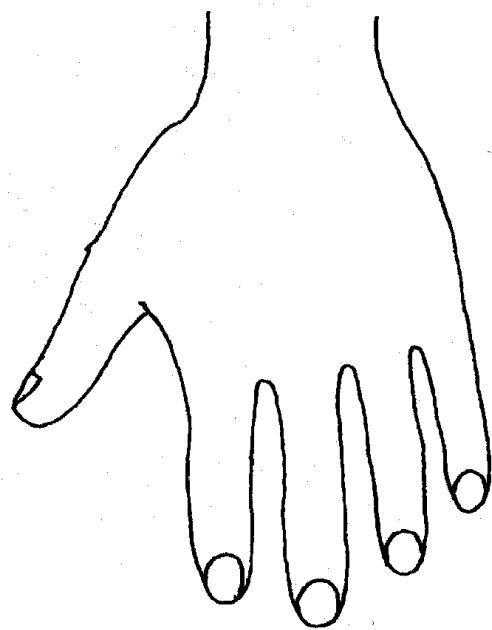


Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_



R



L

**BACK**



R



L

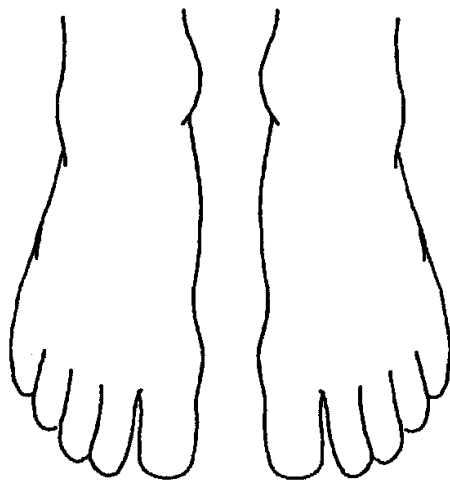
**PALM**



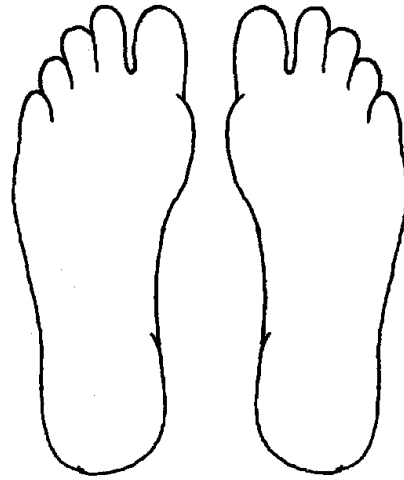
**BANKS ROAD INFANT AND NURSERY SCHOOL**  
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Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



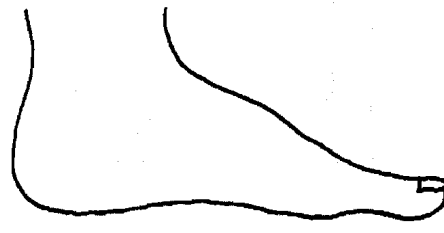
**R TOP L**



**R BOTTOM L**

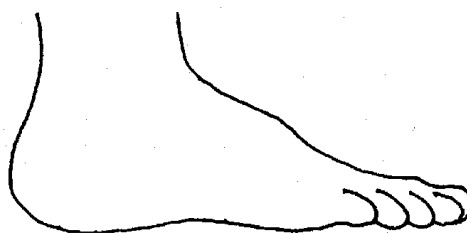


**R**



**L**

**INNER**



**R**



**L**

**OUTER**

Printed Name and Signature  
of worker: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Role of Worker \_\_\_\_\_

Other information: \_\_\_\_\_



## Appendix 6



### 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?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:

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<ul style="list-style-type: none"> <li>- Is the explanation concerning or are there conflicting explanations?</li> </ul>	Yes / No Comments:
<ul style="list-style-type: none"> <li>- Interpretation of level of risk</li> </ul>	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. <ul style="list-style-type: none"> <li>- What, By who, By when</li> </ul>          Referral to MASH Y/N	
Signed by....  Role....  Date	Reviewed by (e.g., DSL) ....  Date....

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**THE WHOLE SCHOOL CHILD PROTECTION POLICY WILL BE REVIEWED ANNUALLY.**

DATE OF REVIEW BY GOVERNING BOARD: September 2024

This policy was reviewed and ratified by the Governing Board in:

September 2013

September 2014

September 2015

September 2016

November 2017

November 2018

December 2019

December 2020

September 2021

September 2022

September 2023

Signed: Chair of Governors \_\_\_\_\_

Date: \_\_\_\_\_