

CHILD PROTECTION POLICY TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN



Introduction

Colston Bassett School recognises its responsibilities for safeguarding children and protecting them from harm. This policy applies to all adults, including volunteers, working in or on behalf of the school.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by HM Working Together To Safeguard Children 2026 (updated March 2026) and Keeping Children Safe in Education 2025. Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Colston Bassett School is committed to safeguarding and promoting the well-being of all its pupils. Each pupil's welfare is of paramount importance.

This Child Protection Policy will be reviewed by the Designated Safeguarding Lead and Head Teacher.

Date of last review: March 2026

Date of next review: September 2027 or in line with new legislation.

Role	Name and contact details
Designated Senior Person for Child Protection	Mrs D E Miller (School Director)
Designated Deputy Person for Child Protection	Mrs M Beck (Head Teacher) and Mr D P Deach (Deputy Head)
Special Educational Needs Co-ordinator	Mrs M Beck
LA Safeguarding Children in Education Officer	Zain Iqbal zain.iqbal@nottsc.gov.uk
LA Child Protection contact LADO	LADO@nottsc.gov.uk - 0115 804 1272
MASH (Multi-Agency Safeguarding Hub)	0300 500 80 90
MASH Consultation Line (Office hours)	0115 9774247
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 or in an emergency 999 (only)
NSPCC help/whistleblowing line line is available 8.00am - 8.00pm Monday to Friday	0800 028 0285 email: help@nspcc.org.uk

Our policy applies to all staff 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 (NSCP).

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 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children (2026, updated March 2026) which are incorporated into this policy.

Safeguarding

CHILD PROTECTION AND SAFEGUARDING STATEMENT

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We 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 Directors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

MAINTAINING A CHILD CENTRED AND CO-ORDINATED APPROACH TO SAFEGUARDING:

Everyone who works at the 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, volunteers and Directors will ensure their approach is child-centred 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; Working Together to Safeguard Children 2026 (page 9).

NB. Children includes everyone under the age of 18 years.

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.
- 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 designated safeguarding leads 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 health 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
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with 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;
- Online safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards;
- Appropriate arrangements to ensure school security, taking into account the local context;
- Keeping children safe from risks, harm exploitation and sexual violence and sexual harassment between children

SAFEGUARDING CAN INVOLVE A RANGE OF POTENTIAL ISSUES SUCH AS:

- Neglect, physical abuse, sexual abuse and emotional abuse;
- Contextualised abuse also known as extra-familial abuse;
- Bullying, including cyber bullying (by text message, on social networking sites, etc) 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.
- 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 and homophobic, biphobic 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 and human trafficking, modern slavery or exploitation, 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.
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography;
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines;
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues
- 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;
- Particular issues affecting children including domestic abuse and violence, sexual exploitations, female genital mutilation, honour-based abuse and forced marriage.
- 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).
- ‘Up skirting’- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers
- All our staff and volunteers are aware of the indicators of abuse and neglect. Knowing what to look for is vital for 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 concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the DSL or Deputy DSLs should the DSL be unavailable 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. We also recognise that 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 which facilitate good opportunities for communication. **All staff** should **always** speak to the DSL 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 DSL. **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks to children that can take place outside of their families. This is known as extra-familial harm and these can take a variety of different forms. 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 misogynistic messages, the 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.

ONLINE SAFETY:

At **Colston Bassett School**, we recognise that safeguarding children includes protecting them from risks associated with digital technologies. Online safety is a core part of our safeguarding strategy and is embedded across our curriculum, policies, and school culture.

We are committed to ensuring that pupils, staff, and visitors use technology safely and responsibly, and that our systems are robust enough to prevent access to harmful content while enabling effective learning.

Our school approach to online safety, including appropriate filtering and monitoring on school devices is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks.

Our DSL and Deputy DSL has the lead responsibility in this area and is regularly reviewed 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.'

The School Directors and Head Teacher 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. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty.

This will include:

- 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 safeguarding need.

Our DSL and Deputy DSLs 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 2025. 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 9.6.

Identifying Concerns

All members of staff will know how to respond to identify pupils who are 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:

https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

THE FOUR CATEGORIES OF CHILD ABUSE ARE AS FOLLOWS:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place 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 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 such as 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.

SOME OF THE FOLLOWING SIGNS MIGHT BE INDICATORS OF ABUSE OR NEGLECT:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;

- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

Our 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 Colston Bassett School will play their part, including working with professionals from other agencies, 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/Directors 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 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 Designated Safeguarding Lead (DSL). 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 DSL or the Head Teacher 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, MASH Consultation Line 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 or colleges whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

All staff and volunteers receive appropriate safeguarding information during induction and on a regular basis.

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 2025. 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.

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

The DSL and deputies maintain 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 school KCSIE 2025

The Head Teacher and DSL maintain data for children who have looked after status and for children who have been involved in the care system.

The Head Teacher would maintain good link with the Virtual School Heads to promote the educational achievement of previously looked after children.

Our Child Protection Policy

THERE ARE EIGHT MAIN ELEMENTS TO OUR POLICY:

1. Providing a safe environment in which children can learn and develop.
2. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
5. Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
6. Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
7. Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
8. Ensuring we have appropriate policies and procedures to deal with child on child sexual violence and sexual harassment and filtering and monitoring arrangements for online safety is included within this policy.

We recognise that because of the day-to-day contact with children, our school staff are well placed to observe the outward signs of abuse.

COLSTON BASSETT 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 whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents 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:
- Recognising 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.
- 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 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.

- Recognising how pressure from others and safeguarding vulnerabilities can affect behaviour.
- 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.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- Maintain an on-line safety policy, which addresses statutory filtering and monitoring standards and takes into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- 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 about any concerns they have about home, outside of the home (extra-familial harm) or at school and to strengthen their resilience.
- We will work 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.
- We will take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- 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 including 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;
- Work with all agencies with regard to 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 and extended school activities.

- 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.
- Raise concerns amongst children and parents about other community safety incidents in the vicinity of a school for example, people loitering nearby or unknown adults engaging children in conversation.
- Ensure that as children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

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 2025 to:

- Ensure we have a Designated Safeguarding Lead (DSL) who is a member of the school's leadership team and a Deputy Safeguarding Lead for child protection who has received appropriate training and support for this role, providing cover throughout the year including during school holidays;
- Ensure every member of staff (including temporary staff and volunteers) knows the name of the DSL and the Deputy DSL responsible for child protection and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL 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 on the school 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 parent or appropriate adult linked to the child;
- Develop effective links with relevant agencies and co-operate 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; these will be paper files and retained in a confidential file. Key information may be held on HUBmis which will be accessed via individual passwords and will be logged off when not in use;

- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care;
- 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 policy if there is any concern 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.

OUR SCHOOL WILL ENDEAVOUR TO SUPPORT THE PUPIL THROUGH:

- The content of the curriculum. The curriculum will be tailored to suit the individual children on roll at any specific time. It will cover the required elements to support emotional and mental health needs. It will also provide additional opportunities to allow children to talk to adults in a supportive and safe environment. We will maintain a school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy, anti-bullying policy and child on child abuse which is kept up to date with national and local guidelines and is aimed at supporting vulnerable pupils in the school.
- Our school will proactively ensure that all children know that some behaviour is 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 pastoral care allows children time to reflect on behaviours;
- Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 9.6, Behaviour and 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 has 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;
- 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.

Safe Staff and Safe Recruitment

The Head Teacher and Directors will ensure that safer working practices are followed according to DfE Statutory guidance 'Keeping Children Safe in Education 2025'.

Staff will be appropriately trained in safer working practices. 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 where 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 2025 and maintains a Single Central Record, which is reviewed regularly.

Staff will have access to advice on the boundaries of appropriate behaviour within the Colston Bassett School staff handbook and training. Concerns regarding low-level concerns was included in our Code of Conduct from 1 September 2024.

Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by reading our policies and staff handbook, before 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 immediately. If it relates to the Head Teacher, the School Directors should be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated officer (LADO).

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 if requested. Advice and support will be made available by the Safeguarding Children in education Officer (SCIEO) and LADO where appropriate.

All new employees will be appropriately inducted to their role.

Timelines for Staff Training

Designated Person training: updated within every two years (statutory requirement). Knowledge and skills are also updated annually.

Whole school training: to be updated within every two years as agreed with the Nottinghamshire Safeguarding Children Partnership. All staff receive safeguarding and child protection updates at least annually.

Links to other 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 make up the suite of policies to safeguard and promote the welfare of children in this school.

- *Accessibility Plan*
- *Anti-Bullying and Anti-Harassment Policy*
- *Attendance policy*
- *Behaviour Management Policy*
- *Bullying and cyber bullying including harmful online challenges*
- *Complaints Policy*
- *Equal Opportunities Policy*
- *E-Safety Policy and on-line safety policy*
- *FGM Guidance*
- *Health and Safety Policy*
- *Mobile Phone and Social Networking Policy*
- *NSCP procedures (link in Appendix 1)*
- *Pathway to Provision (link in Appendix 1)*
- *Child on Child Abuse (Child on Child) Policy*
- *Radicalisation – Prevent Duty*
- *Relationships, Sex and Health Education*
- *School's information published on the website*
- *Single Central Register of recruitment and vetting checks*
- *Special Educational Needs*
- *Whistleblowing Policy*

The following appendices are a part of this policy:

Appendix 1 – Roles and Responsibilities

Appendix 2 – Confidentiality

Appendix 3 – Records and Monitoring

Appendix 4 – British Values, The Prevent Duty and Prevention of Radicalisation

Appendix 5 – Child sexual exploitation (cse), Child criminal exploitation: county lines, Female genital mutilation (fgm), Domestic abuse, Honour based violence, Forced marriage, Modern slavery and human trafficking, Child on child abuse, Youth produced sexual imagery (sexting), Serious violence, Sexual, Violence and sexual harassment, Upskirting, Carrying knives/offensive weapons and gang culture

Appendix 6 – Information on a child missing from education

Appendix 7 – Statutory Guidance, Procedures and Associated Responsibilities

Appendix 8 – What to do if you are worried a child is being abused, at risk of harm or neglect

Appendix 9 – Body Map Guidance and templates for schools

APPENDIX 1

Roles and Responsibilities

Everyone

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 interest of children.

All staff work with all children on a daily basis and are expected to know each child well enough to be able to spot or notice when things change for any reason. Due to our small class sizes, each child will regularly have the opportunity to share an anxiety, concerns or worries with their teachers who will listen carefully and give their comments their full attention. 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 by ensuring that thorough risk assessments take place for any out of class activities, that volume and general noise is kept to a minimum and that behaviour is within the school rules and expectations.

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 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 gangs, 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 2026* and *KCSiE 2025*)

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.

There is an open-door approach at Colston Bassett School where parents are encouraged to meet with the Head Teacher as soon as any problem may arise so that it can be dealt with quickly and efficiently. If support is required for the family or the child, then it can be put into place without delay.

All our staff are aware of systems with our school and these are explained to them as part of staff induction, which include our child protection policy; the staff code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025 Part 1.

All our staff receive safeguarding training and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates as required but at least annually.

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 that they may have in these assessments.

All our staff know what to do if a child is raising concerns, disclosures of abuse and 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.

Staff Responsibilities

All staff have a key role to play in identifying concerns, recognising children’s vulnerability to harm and risk of abuse and provide support and 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 Directors;
- 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 Deputies is not available;
- Follow the allegations’ procedures if the disclosure is an allegation against a member of staff;
- Support pupils in line with their child protection plan, child in need plan or LAC Care Plan;
- Treat information with confidentiality but never promising to “keep a secret”;
- Notify the DSL or their Deputies 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 DSLs are and know how to contact them;
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Management Team Responsibilities

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2025 guidance;
- Provide a co-ordinated offer of early help when additional needs of children are identified;
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators and through access to regular training opportunities and updates.
- 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;
- 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 2025 Part Four) ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- Work with Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council.

Teachers (including NQTs) and Head Teachers – Professional Duty

The Teacher's 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

We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. The DSL is **Liz Miller** (School Director).

The Deputy Designated Safeguarding Lead is **Maria Beck** (Head Teacher) who will provide day to day additional support to the DSL. Our Deputy Safeguarding Lead has received the same training as our DSL. **Dillan Deach** (the school Deputy Head) has also received this training. This ensures that the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. The Deputy DSLs will assist the DSL in dealing with referrals, attending Child Protection Conferences, reviews, 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 DSL 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.

Responsibilities of the Senior Designated Safeguarding Lead (DSL)

THE 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 DSL and Deputy DSLs meet regularly and will raise any concerns and discuss any issues that may arise that affect any child within the school. Given the size and nature of our school these meetings take

place as necessary and formal staff meetings will be called immediately to inform all staff of any events that may require supervision or increased vigilance.

WORK WITH OTHERS:

- The Deputy DSLs will liaise with the School Directors and DSL to inform them of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSIE 2025) 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 member of staff.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act 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 Working Together To Safeguard Children 2026 (updated March 2026) and the local NSCP procedures and guidance
- Ensure all staff feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.
- Ensure all staff have access to and read: the Whole School Child Protection Policy, the staff behaviour/conduct policy and DfE Keeping Children Safe in Education guidance 2025, Part one, as a minimum.

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 Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior 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 to evidence the training.

THE TRAINING UNDERTAKEN SHOULD ENABLE THE DESIGNATED SAFEGUARDING LEAD TO:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 9.6, 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.
- 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.

- Recognise and identify signs of abuse and understand when it is appropriate to make a referral to children's social care.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT
- Understand and support children to keep safe when online and when they are learning at home.
- 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 and procedures are updated and reviewed regularly and implemented.
- 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.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

CHILD PROTECTION FILE:

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their 'concern', 'child protection' 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 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 store records, where a concern about a child has been identified in accordance with statutory guidance.

AVAILABILITY:

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

Head Teacher Duties

THE HEAD TEACHER OF THE SCHOOL WILL ENSURE THAT:

- The policies and procedures adopted by the School Directors are fully implemented and followed by all staff.

- The school maintains 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 practices with regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with the school's Whistleblowing Policy.
- 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;
 - DfE Keeping Children Safe in Education guidance 2025, part one as a minimum.
- The Head Teacher will ensure that there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2025.
- 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 will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2025). If the allegation is against the Head Teacher, then the School Directors will manage the allegation – see below.

Proprietors/School Directors

The Directors are responsible for ensuring that safeguarding arrangements are fully embed within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working together to Safeguard Children 2026 March 2026) as well as with local NSCP guidance and monitor 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 2025.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Designated Safeguarding Lead to take lead responsibility for child protection/safeguarding.
- Ensuring that all staff read and fully understand at least Part One of Keeping Children Safe in Education 2025, 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 there is a training a strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Designated

Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals.

- 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 2025 Part Four Section One.
- Ensuring there are procedures in place to manage 'low level' concerns which should be referred to within the school 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 a response if there is an allegation against the Head Teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school policy, procedures and staff are trained to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community. The school gives pupils in Years 5 and 6 the opportunity to take part in the DAaRT (Drug, Alcohol and Resilience Training) programme.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Ensuring that Child on Child Abuse is included in child protection and safeguarding policy, sexting and the school's response is included and different gender issues that are prevalent in child on child abuse.
- 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 when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2025 Part Three Safer Recruitment).

Looked After Children – The Role of the Designated Safeguarding Lead

- A Designated Safeguarding Lead will have responsibility for promoting the educational achievement of children who are looked after. The Designated Safeguarding Lead will work with the Virtual School Co-ordinator 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 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 through our school. 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.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. 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.
- 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.

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 Senior 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 immediately to the police if at imminent risk of harm 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/ should 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.
- 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.

APPENDIX 2

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a pupil; 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 Head Teacher/Designated Senior Person 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 or harm.

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

Information Sharing

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 (SCR's) have highlighted that missed opportunities to record, 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 2026).

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

- DfE KCSIE 2025 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2026.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

APPENDIX 3

Records and Monitoring

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 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 maps at the end of this policy should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks, bruising and or touching.

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 child's file in HUBmis 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 person 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 should have a **red C** in the top right hand corner to denote a separate file exists.

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 are 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. Colston Bassett School maintains records in each child's own file within HUBmis. A paper child protection concern file would be made if required.

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

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 needs to 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 staff and the Designated Safeguarding Lead.

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 within HUBmis.
- Any child open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

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.
- A record of concerns and issues shared by others.

The school will keep written records of concern 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 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.

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 will adopt the file transfer guidance contained in KCSiE 2025 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/academy.

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 2025. 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 DSL and Deputy DSLs will liaise directly with the receiving school, college 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.

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.

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 9.6 or any later edition made available by NSCP.

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, risk or abuse.

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 staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Education Young People – Opportunities to teach safeguarding

At Colston Bassett 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. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

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 have carefully considered mobile phone use and it is a whole school policy that the use of mobiles by children is prohibited in school at all times. We will ensure this is reflected in our mobile and smart technology policy. We will also follow procedures for filtering and monitoring standards as required by the DfE.

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.

Children and parents are made aware of online safety to minimise the safeguarding risks technology can pose. The children can raise concerns during their PSHE, RSHE and computing lessons. Parents are given advice at parent meetings and also the school offers an e-safety meeting for parents on a regular basis.

They are provided with the following link for further advice about e-safety:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety>

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 an online chat at:

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

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

APPENDIX 4

British Values

The Department of Education have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Prime Minister in 2016. At Colston Bassett School these values are embedded in the ethos of the school and reinforced regularly and in the following ways:

Democracy

At Colston Bassett School democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly.

The children learn about the principles and values of democracy during their PSHCE lessons and have the opportunity to participate in mock elections as part of this curriculum topic. Teaching staff also discuss the principles of democracy with pupils as and when the need arises during normal school activities. Older pupils engage in debates as part of their English lessons and learn to prepare reasoned arguments to present to each other.

The school also has a School Council. Years 1 – 6 have an elected representative and these representatives meet regularly to participate in decision making within the school, for example selecting charities to support and how to spend School Council funds.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are regularly reinforced throughout the school day. As well as when dealing with behaviour and through school assemblies, children are taught the value and reasons behind laws; that they exist to both to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our school rules are displayed in the classrooms and are referred to regularly. Pupils are made aware of these rules and the accompanying rewards and sanctions relating to them. They are encouraged to adhere to these rules, show respect and develop personal responsibility for their behaviour. In this way, pupils have a regular, on-going practical example of the value of the rule of law and how it relates to the smooth running and safe, happy environment of our school.

Where appropriate, and to link in with curriculum topics such as ‘People Who Help Us’; visits from authorities such as the Police and Fire Service can reinforce pupils’ understanding of the rule of law.

Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHCE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions. As they mature, children are encouraged to develop, reflect on and articulate their viewpoints and to take on more responsibility for their learning.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Through our system of appointing monitors, prefects and play leaders, older children within school are given responsibilities to help with the day to day running of the school and this helps to reinforce pupils understanding of the link between rights and responsibilities that underpin mutual respect and co-operation.

Tolerance of those of different faiths and beliefs

Colston Bassett School is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHCE and Art teaching reinforce this. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Colston Bassett we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

The Prevent Duty and The Prevention of Radicalisation

'There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised'.

At Colston Bassett School, we are proactive in our approach and the DSL has accessed training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

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

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

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

If we suspected a child of radicalisation, we would refer it to the Nottinghamshire Police Prevent Team.

PREVENT GUIDANCE UPDATED MARCH 2024:

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

EXTREMISM:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf

RADICALISATION:

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

SCHOOL STAFF SHOULD ALSO UNDERSTAND HOW TO REFER TO CHANNEL:

https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf

EDUCATE AGAINST HATE CRIME:

<https://educateagainsthate.com>

Preventing Radicalisation and Extremism

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Colston Bassett School has a zero tolerance approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Colston Bassett is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Colston Bassett all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Children are encouraged to adopt and live out our aims and values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Children are helped to understand the importance of democracy and freedom of speech, through the PSHCE curriculum and during assemblies.
- Children have regular opportunities to discuss and explore current world affairs, for example during their weekly ‘Newsround’ assemblies and in response to world events.
- Children are taught how to keep themselves safe, in school and when using the internet.

- Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background. They also engage in activities linked to the wider community, for example by being involved with the **Chrysalis Youth Empowerment Network**. In February 2024 children in Class 2 and Class 3 met Jonathan and Elvis, who are primary school students in Uganda. They enjoyed a Zoom session with them asking questions and discussing their likes and the similarities and differences in their school life. The children have expressed an interest in supporting the children in Uganda. This can be done as a one-off donation or a monthly/termly sponsorship of a particular child/ren – <https://www.crowdfunder.co.uk/p/cyen>.
- Children’s wellbeing, confidence and resilience is promoted through our planned curriculum and extracurricular learning opportunities.
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity:

- Children are encouraged to express themselves through discussions, debates and consultations.
- Our RE (Religious Education) and PSHCE (Personal, Social, Health and Citizenship Education) topics specifically cover these areas.
- Furthermore, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of our school.
- Children learn about all major faiths and have opportunities to visit places of worship to link in with curriculum topics.
- They are also taught about how to stay safe when using the internet.
- Our approach to teaching at Colston Bassett School is built on providing a broad and balanced curriculum within a secure and happy school community supported by strong pastoral principles:
- It promotes learning within a clear moral framework that upholds British values.
- Our curriculum encourages respect for and tolerance of different faiths and cultures and supports democracy, the rule of law and individual liberty.
- We work towards enabling our children to become well-rounded individuals within an ethnically pluralistic society.
- We foster respect, responsibility and the ability to reason and reflect; however, we also recognise the importance of resilience in preventing children being drawn into extremist ways of thinking.

Indicators of Radicalisation

Although serious incidents involving radicalisation have not occurred at Colston Bassett School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ ideology;
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others;
- Plotting or conspiring with others.

Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include:

- Having a history of violence;
- Being criminally versatile and using criminal networks to support extremist goals;
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction);
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the Designated Safeguarding Lead.

The Police Prevent Team is best contacted via: prevent@nottinghamshire.pnn.police.uk.

APPENDIX 5

- A. CHILD SEXUAL EXPLOITATION (CSE)
- B. CHILD CRIMINAL EXPLOITATION: COUNTY LINES
- C. FEMALE GENITAL MUTILATION (FGM)
- D. DOMESTIC ABUSE
- E. HONOUR BASED VIOLENCE
- F. FORCED MARRIAGE
- G. MODERN SLAVERY AND HUMAN TRAFFICKING
- H. CHILD ON CHILD ABUSE
- I. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)
- J. SERIOUS VIOLENCE
- K. SEXUAL VIOLENCE AND SEXUAL HARRASSMENT
- L. UPSKIRTING
- M. CARRYING KNIVES/OFFENSIVE WEAPONS AND GANG CULTURE

A. Child Sexual Exploitation

Colston Bassett School adheres to the NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position. We recognise that child sexual exploitation is a high profile issue both nationally and locally.

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

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

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

As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe. If prevention is not possible, we aim to identify children who are at risk of or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once

they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people.

We commit to working with our inter-agency partners to safeguard and protect children. Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others. We want to have a culture where the welfare of children is actively promoted, and staff and pupils are vigilant. As part of this children will feel listened to and safe.

B. Child Criminal Exploitation: County Lines

Colston Bassett School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. We will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children:

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

CUCKOOING

Exploitation of young and vulnerable people. In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as **cuckooing**.

C. Female Genital Mutilation

GUIDANCE NOTES FOR STAFF

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Partnership (NSCP) procedures FGM. This guidance is based on national government guidance (2020):

https://assets.publishing.service.gov.uk/media/613f26d5e90e07044435c949/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure (Female Genital Mutilation Act 2003). Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women are living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the age of 5-8 years.

Colston Bassett School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (and those employed or engaged to carry out teaching work) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve MASH as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

SCHOOL STAFF SHOULD BE ALERT TO THE FOLLOWING INDICATORS:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHCE/SRE.

IN BRIEF, THE SIGNS THAT FGM MAY HAVE OCCURRED ARE:

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

WHERE YOU KNOW OR SUSPECT THAT FGM HAS OCCURRED:

- Be sensitive to the child and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent) through MASH.

THERE WILL BE POTENTIAL ENQUIRIES UNDER SECTION 47.

- Potential police enquiries.
- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

PLEASE REFER TO FGM GUIDANCE:

https://assets.publishing.service.gov.uk/media/613f26d5e90e07044435c949/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf

D. Domestic Abuse

The UK's cross-government definition of domestic abuse is:

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to

- ✓ *Psychological*
- ✓ *Physical*
- ✓ *Sexual*
- ✓ *Financial*
- ✓ *Emotional.”*

The Serious Crime Act 2015 section 76 created a new offence of “controlling or coercive behaviour in an intimate or family relationship”.

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of “causing or allowing the death of a child or vulnerable adult”. This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include “causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult”.

Where domestic abuse is taking place in a child's home, the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At Colston Bassett School we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our main safeguarding/child protection policy.

Signs may include:

- Visible signs of injury on the adult being abused;
- Changes in behaviour of the adult(s) and child – e.g. the abused adult may become withdrawn, show low levels of self-esteem;
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at school);
- One adult becoming scared of their partner;
- Adults becoming isolated from their friends or family;
- Signs of abuse in the child (as per the main safeguarding policy).

As part of our duty to keep children safe, we provide support leaflets and numbers for females and males who may be experiencing domestic abuse.

E. Honour Based Violence

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK.

Honour based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBV are present in a parent or staff member within the school, then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

F. Forced Marriage

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. If we become aware of a forced marriage occurring, then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.

G. Modern Slavery and Human Trafficking

The Modern Slavery Act received Royal Assent on 26th March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

BACKGROUND

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery;
- Servitude and forced or compulsory labour;
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection;
- Whistleblowing;
- Equality and inclusion.

For an adult or child to have been a victim of human trafficking there must have been:

- Action (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation);
- Means (threat or use of force, coercion, abduction, abuse of power or vulnerability). There does not need to be “means” for children as they are not able to give informed consent;
- Purpose (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

PROCEDURE

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

H. Child on Child Abuse

INTRODUCTION

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 23)

When concerned about the welfare of a child, staff should always act in the best interests of the child.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

Child on Child Abuse is referenced in our Child Protection Policy. The sensitive nature and specific issues involved with child on child necessitate separate policy guidance.

At Colston Bassett School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being.

The following policies that should be read in conjunction with this policy:

- **Anti-Bullying and Anti-Harassment Policy**
- **Whistleblowing Policy**
- **Behaviour Management Policy**
- **Health and Safety Policy**
- **Safeguarding Policy for Online Learning**

FRAMEWORK AND LEGISLATION

This policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document is Working Together 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education 2023 through ensuring procedures are in place in schools and settings to hear the voice of the child.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting: Where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. (See **Appendix L – Upskirting**)

SEXTING/SHARING NUDE OR INDECENT IMAGERY

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

INITIATION/HAZING

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have

something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

EXPECTED STAFF ACTION

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

RECOGNISING PEER ABUSE

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

RECORDING SEXUALISED BEHAVIOUR

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks
- Note where and when the incident happened and whether anyone else was around

AFTER CARE

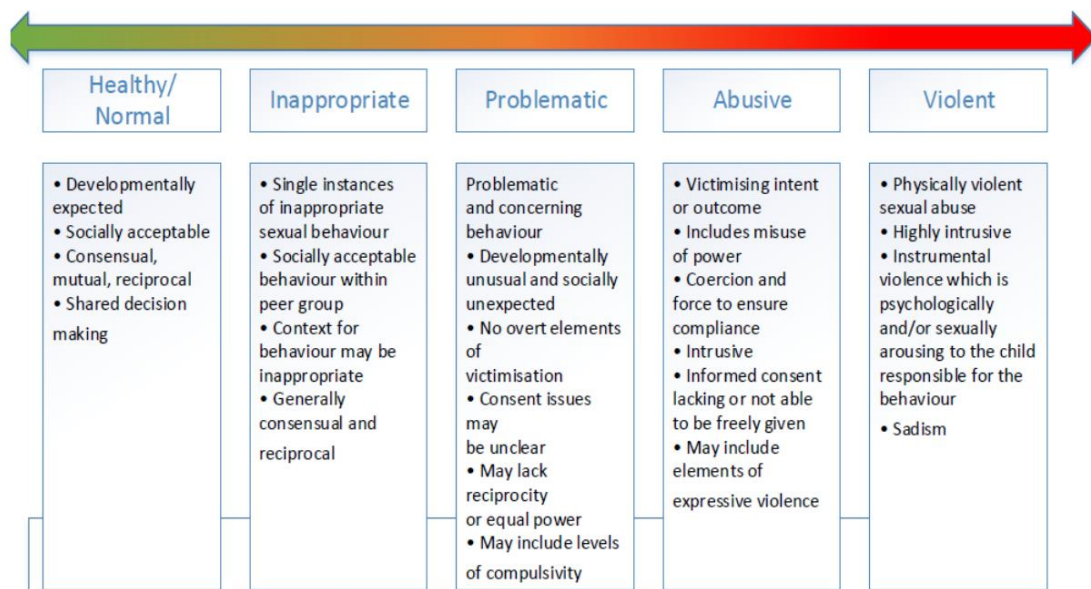
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to

themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

PREVENTIVE STRATEGIES

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHCE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.



I. Youth Produced Sexual Imagery (Sexting)

INTRODUCTION

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

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

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

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

It does not cover:

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

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

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

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

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

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

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

HANDLING INCIDENTS

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

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

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

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:

- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of [UKCCIS Sexting in Schools Guidance 2016](#)

- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

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

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

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

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

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

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

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

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

- Has the young person taken part in this kind of activity before?

Professional judgement should always be applied.

The images **should not** generally be viewed by staff unless there is a clear reason for doing so and the decision recorded, reporting of the content is usually sufficient.

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

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

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

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

EDUCATING YOUNG PEOPLE

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

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

This issue will be taught as part of a wider PSHE programme and through IT curriculum work to underpin a specific message such as ‘sexting’.

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

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

HELPLINES AND REPORTING

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

- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: <https://www.thinkuknow.co.uk/parents/articles/nude-selfies-a-parents-guide/>
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website (www.childline.org.uk) for young people about sexting: Childline information for young people.
- The Safer Internet Centre has produced resources called 'Childnet: So you got naked online' which helps young people to handle incidents of sexting.
- The NSPCC adult's helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

J. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's guidance:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

K. Sexual Violence and Sexual Harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse their peers in this way. Sexual violence refers to Rape, Assault by Penetration and Sexual Assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct

of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment, we do so in a context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Keeping Children Safe in Education 2019 section 5 has guidance. Neither is acceptable nor will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Any incidents would be reported to the Nottinghamshire MASH.

L. Up skirting

'Up skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Staff should always act in the best interests of a child.

M. Carrying knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted, and the school will consider and may apply the disciplinary procedure:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

If a member of staff suspects a pupil being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from the Nottinghamshire MASH. The pupil may be an exploited child and victim to which the school will offer support.

APPENDIX 6

Information on a Child Missing From Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the **Children Missing Education** guidance:

<https://www.gov.uk/government/publications/children-missing-education>

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- The full name of the parent with whom the pupil will live;
- The new address; and

- The date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- The name of the new school; and
- The date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the **Children Missing Education** guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- The full name of the pupil;
- The full name and address of any parent with whom the pupil lives;
- At least one telephone number of the parent with whom the pupil lives;
- The full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- The name of pupil's destination school and the pupil's expected start date there, if applicable; and
- The ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

APPENDIX 7

Statutory Guidance, Procedures and Associated Responsibilities

Links to Guidance or Procedures:

DfE Keeping Children Safe in Education new statutory guidance for schools and colleges published September 2025:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Working Together to Safeguarding Children - a guide to inter-agency working to safeguard and promote the welfare of Children March 2026:

https://assets.publishing.service.gov.uk/media/69c2c4ce380a2a73a7cf9df4/Working_together_to_safeguard_children_2026.pdf

Nottinghamshire Safeguarding Children Partnership (NSCP) revised safeguarding procedures and the learning from local and national Serious Case Reviews:

<https://nscp.nottinghamshire.gov.uk/>

Guidance on the Pathway to Provision – threshold documents for access to support and services, link:

<https://www.nottinghamshire.gov.uk/media/jcgpvuq2/pathway-to-provision.pdf>

Legislation and Guidance

The Education Act 2002 s175 and s157 remains the primary legislation which schools and colleges must have regards to when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise specified, ‘school’ therefore means all schools whether maintained, non-maintained, or independent schools, including academies and free schools, alternative provision academies and pupil referral units. ‘School’ does not include maintained nursery schools. ‘College’ means further education colleges and sixth-form colleges, and relates to children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislations by virtue of their funding agreement). (DfE Keeping Children Safe In Education 2015.)

Proprietors of independent schools also have a duty to safeguard and promote the welfare of pupils at school under Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.

The **Children Act 1989** and the supplementary guidance in **Working Together to Safeguard Children 2015** and Department for Education (DfE) **Keeping Children Safe in Education 2015** sets out the legal duties, infrastructure and arrangement that should be in place to ensure that children and young people are protected from harm and that those working within schools and the education service have the necessary skills and knowledge to ensure this. Schools should comply with this statutory guidance.

Keeping Children Safe in Education 2025

- The Head Teacher and Senior Designated Person for safeguarding in each school should ensure that all staff read at least part one of Keeping Children Safe in Education.
- KCSIE also places a requirement for all schools and colleges to have in place a **Staff Behaviour Policy (Code of Conduct)**. The child protection policy and staff behaviour policy should be provided to all staff, including temporary staff and volunteers on induction.

Working Together to Safeguard Children 2026 (updated March 2026)

Working Together to Safeguard Children 2026 is inter-agency statutory guidance for professionals. It focuses on the core requirements and explains what individuals and organisations should do to keep children safe. In doing so it seeks to emphasise that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child should be considered to ensure that every child receives the support they need at an early stage.
- All professionals should be alert to the needs of the child and to any risk of harm that individual abusers, or potential abusers, may pose to children.
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and the local authority children's social care (Working Together to Safeguard Children 2026).
- The Child Protection Policy template sets out the key elements of the guidance including the definition of what is safeguarding.

Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

To support this links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010
<https://www.gov.uk/crime-justice-and-law/knife-gun-and-gang-crime>
- Homophobic, Transphobic Bullying
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Training and Related Agencies

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

- NSPCC Child line Projects: www.childline.org.uk
- Nottinghamshire Safeguarding Children Partnership: <https://www.nottinghamshire.gov.uk/nscp>
- **Local Authority Anti Bullying Co-ordinator: Lorna Naylor** provides advice and support to schools regarding anti bullying, cyber bullying and e safety. Tel: **01623 797193**
E-mail: lorna.naylor@nottscc.gov.uk

Contacts

NSCP Administrator - 01159 773 935

MASH - 0300 500 8090

Out of hours - Nott's Emergency Duty Team 0300 456 454 6

Local Authority Designated Officer (LADO) – 0115 8041272

Zain Iqbal – LA Safeguarding Children in Education Officer zain.iqbal@nottscc.gov.uk

Early Help Unit - 0115 8041248 early.help@nottscc.gov.uk

Disclosure and Barring Service Helpline - 01325 953 795

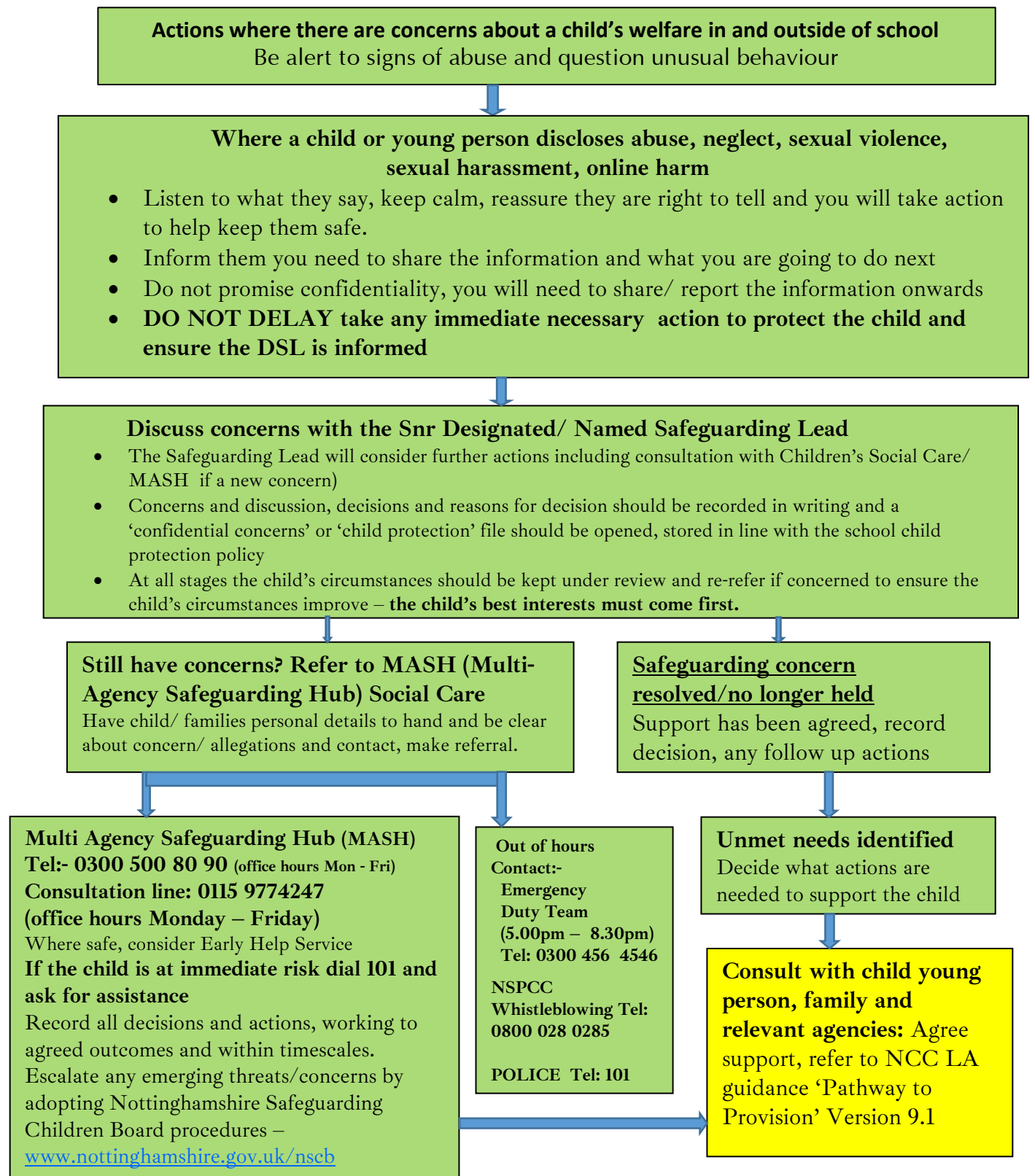
Helpline for extremism concerns: 020 7340 7264

OFSTED: 0300 123 1231

APPENDIX 8

Information on a child missing from education and what to do if you are worried a child is being abused, at risk of harm or neglect

Colston Bassett School Child Protection/ Safeguarding Flow Chart



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

Zain Iqbal – LA Safeguarding Children in Education Officer zain.iqbal@nottscc.gov.uk

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

APPENDIX 9

Body map guidance for schools and templates for case record and chronology forms and logging a concern about a child's safety and welfare

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 e.g. 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:

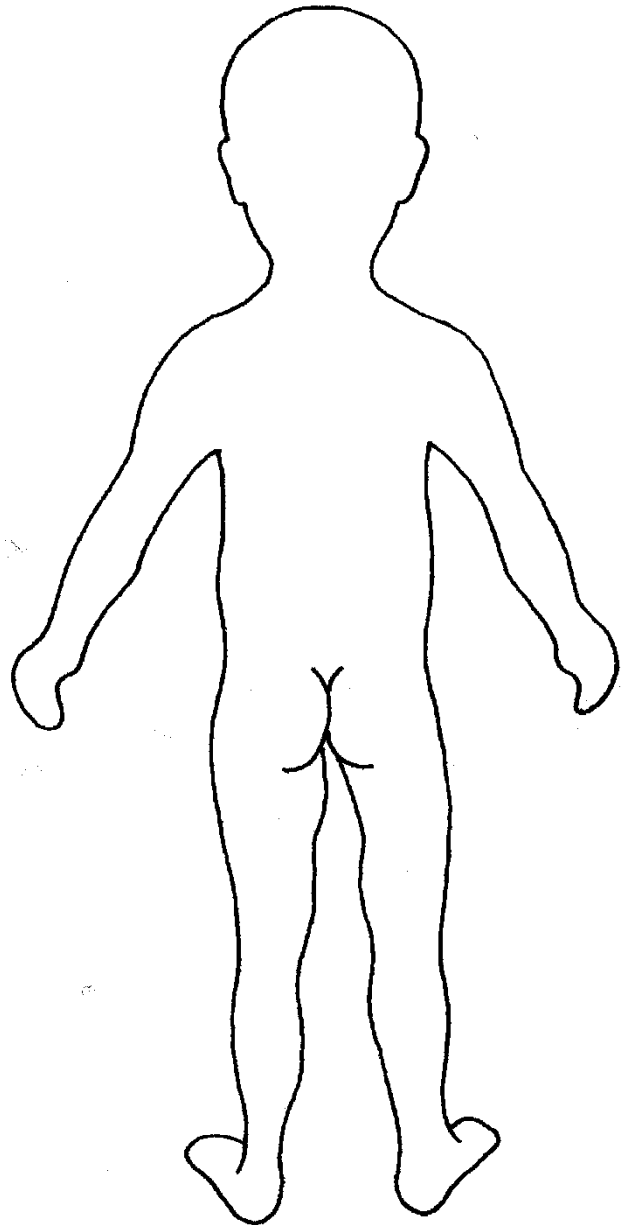
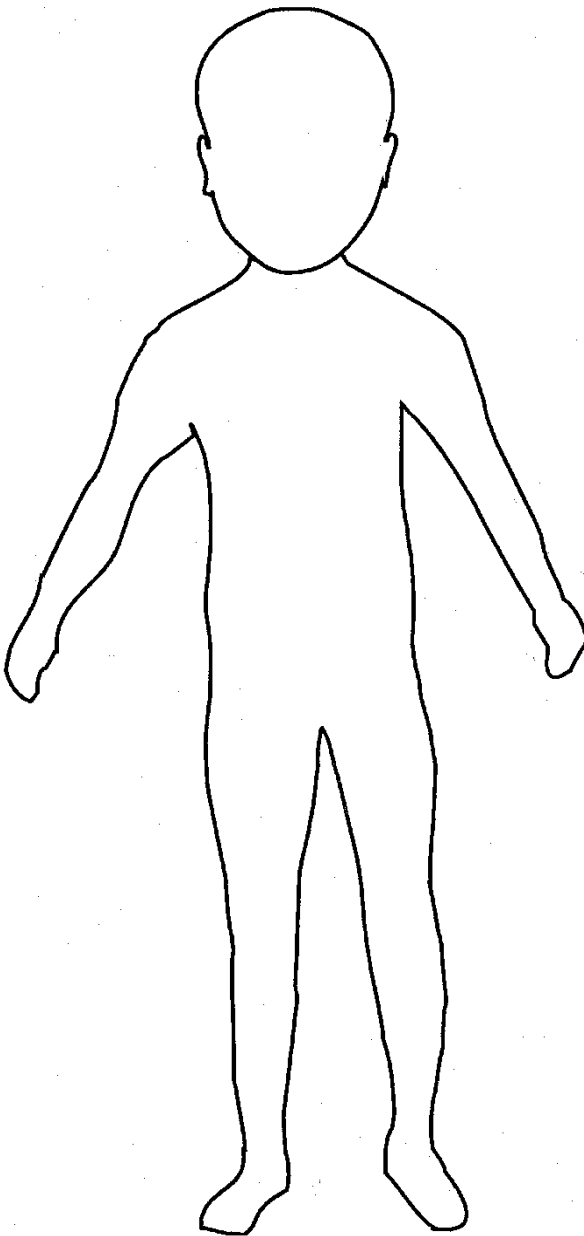
.....

Agency:

.....

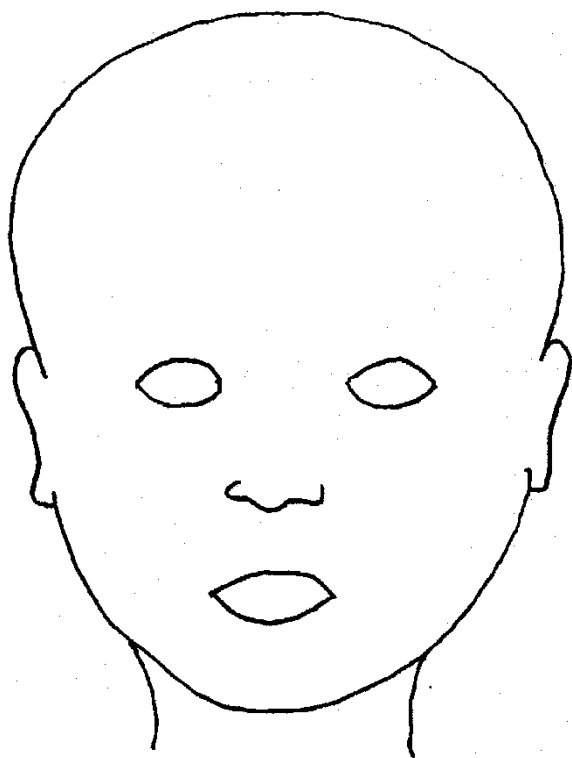
Date and time of observation:

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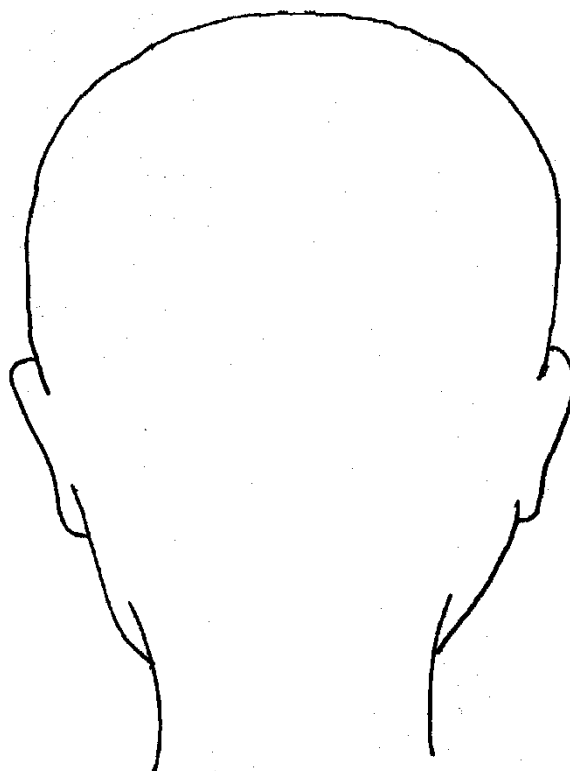


Name of Child:

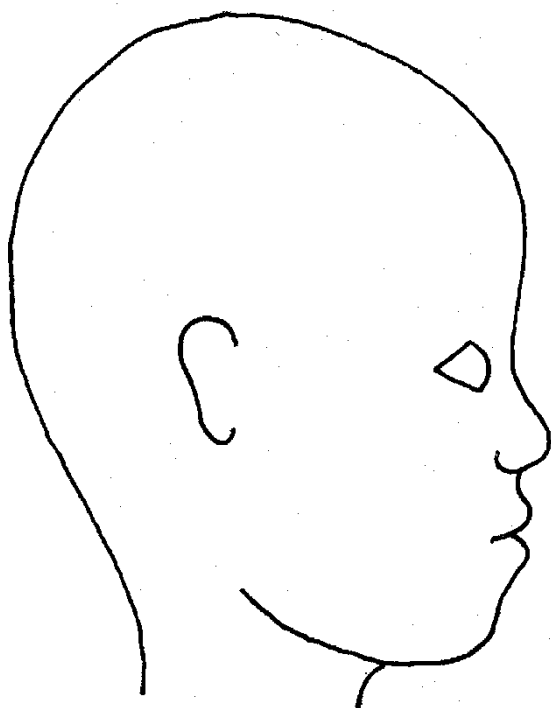
Date of observation:



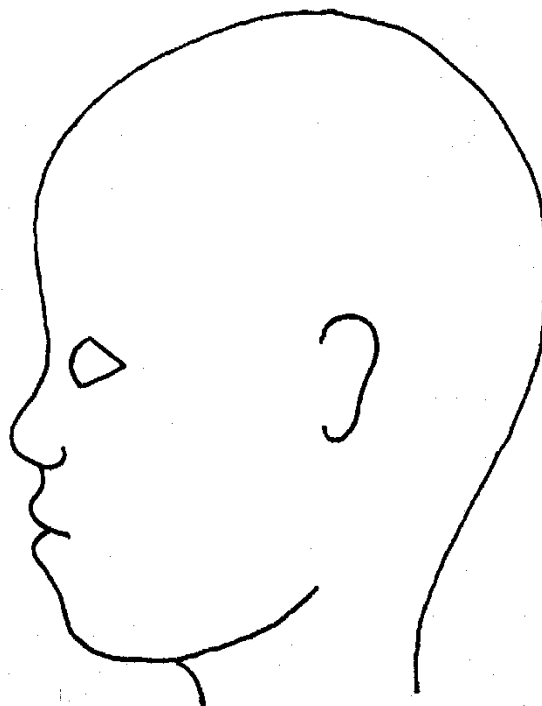
FRONT



BACK



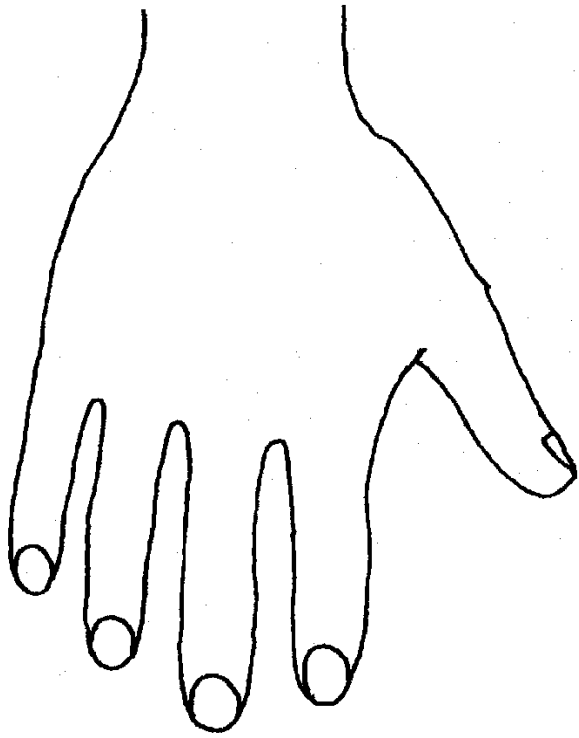
RIGHT



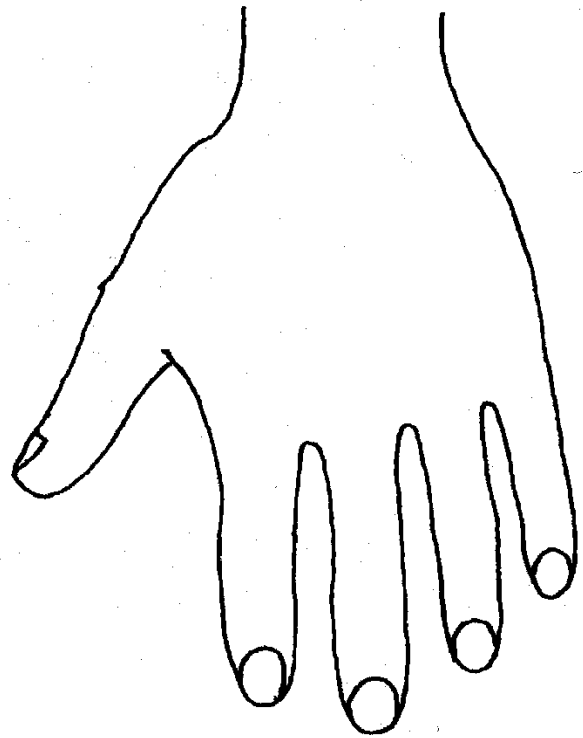
LEFT

Name of Child:

Date of observation:



R

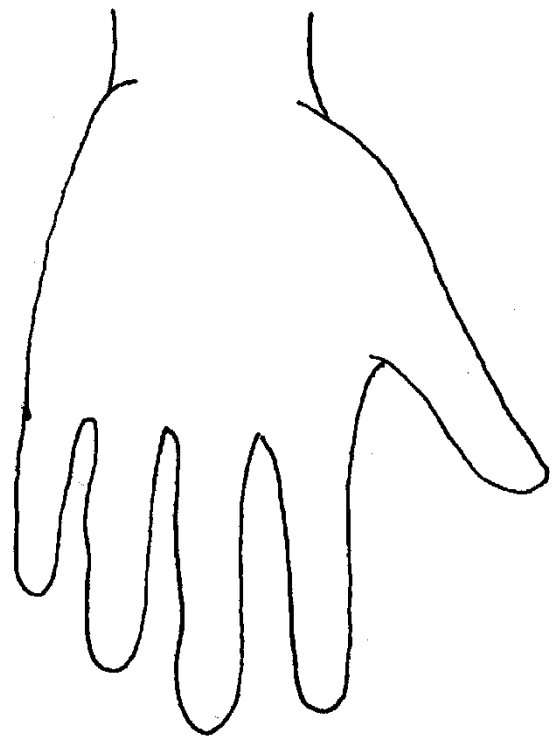


L

BACK



R

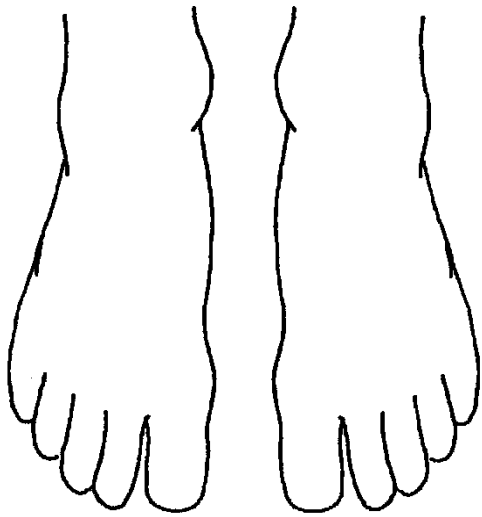


L

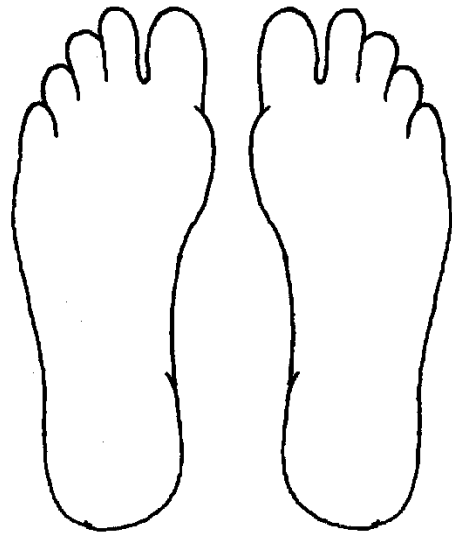
PALM

Name of Child:

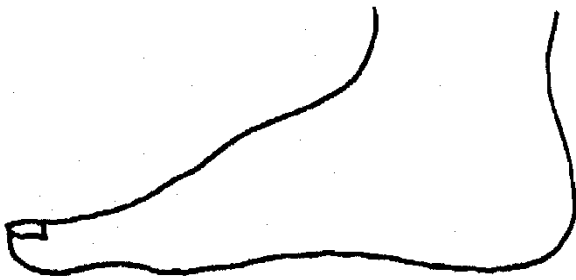
Date of observation:



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:

TEMPLATES FOR CASE RECORD AND CHRONOLOGY FORMS AND LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE

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).		
Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:

Date of Birth:

FORM:

Date and Time of Incident:

Date and Time (of writing):

Name:

Print

Signature

Job Title:

Note the reason(s) for recording the incident.

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

Professional opinion where relevant (how and why might this have happened?)

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

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

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