BUSHFIELD ROAD INFANT SCHOOL
Child Protection & Safeguarding Policy
(includes EYFS)

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This Child Protection and Promoting the Welfare of Children Safeguarding Policy will be revised in line with any legislative changes. The Appendices will remain "live" and can change on a regular basis, with new local offers and agency programmes. Schools to remove appendices for public websites (where required). This policy has been updated in line with the NSPCC Keeping children safe in education – updates from 2022, 2023, 2024 and 2025 CASPAR Briefing (July 2025).

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Introduction

The purpose of this policy is:

- to clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- to have clear procedures that are followed when a child is identified as needing more than universal services can provide
- to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- to ensure that all staff are aware of their statutory responsibilities with respect to safeguarding and trained in recognising and reporting safeguarding issues.

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), Working together to improve school attendance (applies 19/08/24) and the Maintained Schools Governance Guide, with particular reference to, Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and School Attendance Compliance and Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by CMARS https://www.northlincscmars.co.uk/ (schools to adapt where cross boarder arrangements are in place to reflect other LA Safeguarding Partnership Child Protection and Safeguarding Procedures).

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working together to Safeguard Children (2023), Keeping Children Safe in Education (2025), Families First Partnership programme - GOV.UK and the Online Safety Act - GOV.UK

This policy also supports the July 2025 Relationships Education, Relationships and Sex Education and Health Education guidance and, the Generative artificial intelligence (AI) in education - GOV.UK policy paper.

Our school will analyse any patterns of unauthorised absence, changes in behaviours, appearances, missing and late episodes etc. We will aim to safeguard and provide family help at the earliest opportunity, to remove in partnership any barriers to learning and education that may arise.
Future versions will reflect the:

- progress into legislation of the Children's Wellbeing and Schools Bill
- emerging further learnings from the work of the National Audit on Group-based Child Sexual Exploitation and Abuse and subsequent inquiries

Policy Definitions

Working Together 2023 and Keeping Children Safe in Education 2025.

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In schools, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to school confidently and feel safe and secure.
A child: any person under the age of 18 years.
Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
Development means physical, intellectual, emotional, social or behavioural development.
Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.
Extra -Familial harm – risks to the welfare of children that arise within the community or peer group.
Intra-Familial harm – risks to the welfare of children that arise within the family.
Providing Help, Support and Protection (Early Help) means the 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.
Disinformation - is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation - is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).
Unexplainable and/or persistent absences from education - has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2025, paragraph 29).
Looked after children (LAC) - KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we should use the term children in care or care experienced in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.
Nudification tools Children-nudification-tools-and-sexually-explicit-deepfakes-April-2025.pdf, cyberflashing Cyberflashing | Police.uk , and epilepsy trolling Epilepsy trolling | Police.uk is new terminology contained within gov.uk departmental guidance.

Section 1 – School Commitment

Bushfield Road Infant School aims to provide all members of the school community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve. Our policy and procedures also apply to extended school and off-site activities.

Mission Statement
At Bushfield Infants, we provide a positive and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

School commitment
Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is child-centred meaning at all times we consider what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Safeguarding and promoting the welfare of children means:
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is inside or outside the home, including online
- Preventing impairment of children's mental and physical 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

Safeguarding is a "Shared Responsibility", as defined in Chapter 1 of Working Together 2023. We wish to create a safeguarding ethos where staff:
- share the same goals
- learn with and from each other
- have what they need to help families
- acknowledge and appreciate difference
- challenge each other

We will establish a child centred ethos where: -
- children feel safe so that they can learn and develop
- children know there are adults they can talk to if they are worried
- children are equipped with the skills needed to stay safe, providing opportunities for PSHE throughout the curriculum.

This policy applies to all staff, volunteers, visitors, contractors, supply staff and governors in the school and is consistent with the procedures of the three safeguarding partners. The Children's Multi-Agency Resilience and Safeguarding (MARS) CMARS policies-procedures-and-guidance sets out the arrangements for safeguarding partners to work together with other agencies, to identify and respond to the needs of children in North Lincolnshire. **This policy does not replace our local CMARS policy and procedures.**

Bushfield Road Infant School is committed to safeguarding and promoting the well-being of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all our pupils.

Bushfield Road Infant School pays full regard to Keeping Children Safe in Education 2025 (to be approved). We ensure that all appropriate measures are applied in relation to everyone who works in the school. Safer recruitment practice includes at least one staff member on the interview panel trained in safer recruitment, scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc. Candidates are informed that online searches maybe done as part of pre-recruitment checks. Curriculum Vitae (CV)s will never be sufficient/accepted on their own.

Bushfield Road Infant School will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, the DSL/Head teacher will check the SCR is maintained in line with Keeping Children Safe in Education 2025 (to be approved) Part 3 – Safer Recruitment

1.1 Equality statement

We recognise our obligations under the Equality Act 2010; that we must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs or at risk of witnessing or (see, hear or experience) domestic abuse and its effects.
- Children who struggle with transitions
- Are looked after or previously looked after
- Are missing or absent from education, home or care for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

We recognise the use of **Interpreters** and will always seek professional advice. Where we have adult or children and young people welfare, safeguarding and child protection concerns, we will always use a recommended

interpreter and service. For example, language line or ONGO housing. In all cases, we work to the Bell Foundation guidelines https://www.bell-foundation.org.uk/resources/detail/guidance-for-probation-service-staff-and-interpreters/

1.2 Supporting the child and partnership with parents

Bushfield Road Infant School recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice. We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Section 2 Providing Help, Support and Protection - Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the CMARS procedures.

Providing Help, Support and Protection (Early Help)

The definition of early help has been updated to *'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'* (Working Together 2023). All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child or young person who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Through research fall within more risk categories, for example (teenage boys) are more likely to be exploited via Financially motivated sexual extortion: guidance for parents and carers
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, missing from home/care or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Is lonely (see Building Connections | Support service for young people | NSPCC Learning)

Assessments for early help will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and

crime. When supporting assessments, our staff will take into consideration specific needs, such as disabilities, those whose first language isn't English, fathers or male carers, and parents who identify as LGBTQI+A.

We will work with safeguarding professionals and childcare settings to share information, identify, and understand risks of harm, and ensure children and families receive timely support. We have a duty to support a multi-agency response to all forms of abuse and exploitation in all children's social care assessments and support practitioners understanding of the response to online harm. We recognise Service Pupils in Schools: Non-statutory guidance - GOV.UK

2.1 Our Governing Body

Our Governing body has strategic leadership responsibility for our school's safeguarding arrangements, ensuring we comply with our duties under legislation (Page 4). We have regard to KCSIE 2025 and DfE statutory compliance, ensuring policies, procedures and training in our school is effective and always comply with the law. Our Headteacher ensures that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected abuse and exploitation), are understood, and followed by all staff.

The Governing Body will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated. All governors will read Keeping Children Safe in Education in its entirety.

The Governing body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check
- there is a named Safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2025
- the school has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis or earlier if required
- the school attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings
- all senior leaders and the DSL/DDSLs have read Annex B KCSIE 2025
- the school has a staff behaviour policy and/or code of conduct. This aligns with the Guidance-on-Code-of-Conduct-for-working-with-Children-May-23.pdf and this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with Children's MARS Standards of Safer recruitment. Standards-for-Safer-Recruitment-May-23
- that shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (Appendix 5: Allegations against staff – reporting procedures)
- the school are doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems in place and regularly review their effectiveness.
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- the governing board will review the DfE's Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (March 2025) and will discuss with IT staff and service provider what needs to be done to meet the standard

- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- online safety policy and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection
- The school has DDSLs trained at the same level.

2.2 Headteacher

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for safeguarding supervision for the DSL and the Deputy DSL(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. Escalation-and-Resolution-Policy-and-Procedure
- the DSL completes the serious child safeguarding incident notification, where the criteria is reached Notification-Of-Serious-Child-Safeguarding-Incident-to-Safeguarding-Partners.
- the DSL requests safeguarding partners to consider a case for a local child safeguarding practice review Request-to-Safeguarding-Partners-for-case-to-be-considered-for-a-CSPR, where the criteria is reached.
- the NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the DSL and DDSL are supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. Managing-allegations-against-people-who-work-with-children
- staff undertake appropriate safeguarding training
- individuals are referred to the Disclosure and Barring Service and Teacher Regulation Authority (cases where a person is dismissed or left due to risk/harm to a child and serious misconduct)
- there is always adequate DSL /DDSL cover during the school day and arrangements are made for holiday time cover, in accordance with KCSIE 2025.
- The DSL /DDSLs reflect on practice against the local CMARS Practice-Standards-Checklist-to-Promote-Effective-Multi-Agency-Practice-Working-Together-2023.pdf

Our DSL, as defined in KCSIE 2025, is an appropriate senior member of staff, from the school or college leadership team and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description and aligned to KCSIE 2025 (Annex C). Deputy DSLs are trained to the same level.

During term time the designated safeguarding lead (or a deputy) will be available during school hours. Please email head@bushfieldinfants.co.uk out of school hours if necessary – when the DSL is absent, the DDSLs or Headteacher will act as cover.

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff

- read Annex B – KCSIE 2025
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019
- adhere to the CMARS quality standards for child protection conferences Quality-Standards-for-Child-Protection-conferences and support the agenda and complete the child protection conference report template, MARS-Multiagency-Report template
- share information (when required) to support safeguarding reviews, or domestic homicide reviews, Principles-DHR-SAR-Dec-21
- as required, liaise with IMAP/SPOC/Police/Health (PREVENT) and other professionals for child protection concerns
- where delegated by the Headteacher (as per Part four KCSIE 2025) liaise with the local authority designated officer (LADO), in cases which concern a staff member (Appendix 5)
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads, on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    i. ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
    ii. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
    iii. Work alongside Alternative providers, if a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The DSL alongside school leaders needs to satisfy that the placement meets the pupil's needs.

Alternative Provision

The setting complies with KCSIE 2025 updated guidance and will:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.
- Liaise with the Local Authority – Lead School Improvement Officer for AP/IP Provision and, the LADO (where professional practice concerns are raised).

Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and the NLC virtual school head - to have further oversight of attendance, attainment and progress of children with a social worker.

We have appointed a designated teacher, Steven Vessey, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

2.3 All staff

Our staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All our staff have responsibility to provide a safe environment in which children can learn.

Our staff are prepared to identify children who may benefit from early help, which means providing support as soon as a problem emerges at any point in a child's life and understand their role in it. From the foundation years to the teenage years.

WTG2023 guidance sets out four principles that professionals should follow when working with parents and carers. All staff at Bushfield Road Infant School work to the following principles;

- Effective partnership and the importance of building strong, positive, trusting and co-operative relationship
- Respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- Empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- Involving parents and carers in the design of processes and services that affect them

All our staff are aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this 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. Appendix 4 sets out our school action and support arrangements.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the designated safeguarding lead (or a deputy) and local authority children's social care.

All staff understand a rare form of child abuse may be presented. Although rare all staff can identify when parents/carers are fabricating or inducing illness in children. This may be defined as, Medically Unexplained Symptoms, Perplexing Presentations and Fabricated or Induced Illness respectively as defined in the CMARS Protocol Protocol-on-Perplexing-Presentations-and-Fabricated-Induced-Illness-August-2022.pdf

Our staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child but will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.

All our staff are aware 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 are harmful. E.g. children may feel embarrassed, humiliated, or threatened this could be due to their vulnerability, disability and or sexual orientation or language barriers.

This will not prevent staff from having a professional curiosity and speaking to DSL/DDSL if they have concerns about a child. Our staff will determine how best to build trusted relationships with children and young people which facilitate communication. The Teachers' Standards 2021 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff understand how to ask for help and safeguarding knowledge is checked on a regular basis against., "*What all staff must know*", KCSIE 2025, Page 6-24.

All staff are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations, family hubs people-health-and-care/our-family-hubs, the NLC One Family Approach NL-OFA-Practice-Model to better support our families/carers. Staff have access to Helping-Children-Families, information when supporting children, young people, families and carers and promote local family information, advice and signposting people-health-and-care/family-information-service

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training is regularly updated.

All safeguarding training meets the minimum standards as defined on Page 15-17 of the Standards-for-Safer-Recruitment policy and procedures. Our training clarifies the multi-agency response to all forms of abuse and exploitation from outside the home, consideration of children at risk of experiencing extra-familial harm in all children's social care assessments and includes resources to support practitioners understanding of the response to online harm.

Our curriculum supports local CMARS, "*Shine a light area*", with a particular focus on supporting children and young people living in households where domestic abuse may be present, raising awareness of the impact of domestic abuse, engaging with voluntary agencies, encouraging NSPCC and Blue Door assemblies, whilst supporting our school staff to implement trauma informed approaches into practice.

All staff recognise the important of transitions and working on a trauma informed way to support a child throughout their educational journey. In addition, all our staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff are aware of the process for making a referral to local authority children's social care and for statutory assessments under the Children Act 1989 (2004), especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should:

- read and sign to say that they understand and will fully comply with the school's policies and procedures

- read and sign to say that they understand parts 1 and Annex A (where applicable) of 'Keeping Children Safe in Education' (2025)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the school day at the latest, and always follow up by recording concerns, as per the school reporting procedure.
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Headteacher at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Headteacher/Principal/Chair of Governors
- •ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- will speak to the DSL (or deputy) if they are in any doubt about sharing information

In addition, all staff will notify the DSL/DDSL, where a child has experienced:

- multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
- is frequently missing/goes missing from education, home or care

All staff support the CMARS policy Statement – Protecting Disabled Children from Harm CMARS-Protecting-Disabled-Children-from-Harm-August-23.pdf

Section 3 – Child protection procedures

All staff follow the school's child protection procedures which are consistent with 'Working Together to Safeguard Children 2023', Keeping Children Safe in Education 2025 and the North Lincolnshire Children's MARS guidance https://www.northlincscmars.co.uk/policies-procedures-and-guidance/

All staff will also have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME), home or care and understand, extra familial harm, contextualised safeguarding and Risks of Abuse Outside the Home (ROTH). (Appendix 6)

Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff will also be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment and sexting. Staff are clear as to the school or college's policy and procedures with regards to peer-on-peer abuse.

For categories of abuse and further information on how to respond to disclosure. (Appendix 1 and 2)

3.1 Concerns staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation (CE) and Child Sexual Exploitation (CSE)
- any potential harms outside the home, risks of experiencing extra-familial harm
- any potential indicators of Female Genital Mutilation (FGM)
- any potential indicators of radicalisation
- any potential indicators of living in a household with domestic abuse
- a referral to Children's Services and/or police must be made immediately if a child is suffering or likely to suffer harm or in immediate danger
- any suspicions of modern-day slavery and/or trafficking

3.2 Responding to disclosure

Our staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next. For more information, access, Appendix 2.

The DSL will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, explain to me, Describe to me…'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- speak with the DSL immediately without delay – Do not leave the young person alone.
- Following you sharing this concern – remember to record details including date and what the child has said in the child's words and record on an electronic system e.g. Child Protection Online Management System (CPOMS) (school to add school recording system here) and record any visible signs, injuries or bruises on a Body Map. (see Appendix 3)
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay. Remember a child may ask in the future to read/access what you are recording. Check the language used in your records in line with good record keeping guidance. (Page 29).

3.3 Action by the DSL (or Deputy DSL) in their absence

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan/Child in Need/Early Help
- information sharing guidance CMARS-Information-Sharing-Guidance-Aug-22.pdf

- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Single Point of Contact/PREVENT/Police
- the child 's wishes

Then decide:
- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/ or place the member of staff or others at risk
- whether to make a child protection referral to Children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- Complete body maps (where applicable). Appendix 3

3.4 Action following a child protection referral

The DSL or other appropriate member of staff will:
- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference and notify the LA Education Safeguarding Officer, School Improvement Officer - Safeguarding or Head of Education Standards, where schools are unable to attend to arrange cover, for example, in the school holidays.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns remain, will follow the Children's MARS escalation and resolution procedure

Section 4 - Information sharing and managing the child protection file, transfer and storage, filtering and monitoring

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Bushfield Road Infant School has clear powers to share, hold and use information for these purposes. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Arrangements are in place that set out clearly the processes and principles for sharing information within school name and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

Full information sharing guidance can be found on the DfE website, gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice. This advice outlines the importance of sharing information about children, young people and their families to safeguard children. It should be read alongside the statutory guidance Working together to safeguard children 2023.

4.1 Pupil information - Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:
- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for all pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Bushfield Road Infant School:

- Uses the term “trusted adults” in circle times and curriculum teaching
- Asks children to name their “trusted adults” and reviews these throughout the academic year
- Teaches children that they can share any worries or concerns with their “trusted adults” and how they can raise these worries
- Has strong curriculum teaching in place across all year groups (nursery to year 2) which supports children in keeping themselves and others safe.

4.2 Accurate Information

To keep children safe and provide appropriate care for them, we require accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the school with additional options to contact a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those with affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)
- If the child is or has been supported on a Child Protection Plan
- If the child is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process
- If the child is Looked After Child (LAC) or previously looked after
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child
- If the child is a young carer
- If the child is supported through private fostering or kinship arrangements (Appendix 6)

Bushfield Road Infant School will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements.

Data Protection

The school Data Protection Policy aligns with KCSIE 2025 requirements, and Bushfield Road Infant School complies with the need to protect personal data and respond effectively to a personal data breach. The school complies with the Data protection in schools - Guidance - GOV.UK (June 2025). All staff are aware of how to understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and, follow good practices for preventing personal data breaches.

4.3 Confidentiality

Safeguarding is important and much of the information we have is sensitive; it is therefore shared appropriately with members of staff who need to know so that they can promote the welfare and protect the safety of the child. If a child or young person needs safeguarding we will share information in a timely manner with appropriate agencies. This includes the principles below;

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 2025.

Where children leave the school (including in-year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

Safeguarding and child protection records are saved in accordance with retention guidelines.

4.4 Transfer of files

When a child leaves the school, the pupil record, including child protection file which is separated from the main pupil record, is transferred to the new school as soon as possible. The child protection file is clearly marked Child Protection, confidential, for the attention of the DSL and a receipt of this transfer will be retained.

This information should be added to a record of transfer which the sending school keep until the child reaches their 25th birthday and must contain:

- Name and DOB of child
- Name and address of receiving school
- Date file(s) transferred with name and role of person who received it
- Date sending school received confirmation of receipt of files from receiving school
- Summary of case at the time of transfer e.g. Child Protection Plan: Neglect

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive, until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years).

The school can access further support from:

- Data protection: toolkit for schools

- Working Together to Safeguard Children 2023
- Information Sharing
- Data protection; toolkit for schools

4.5 Filtering and Monitoring

The governing body will consider our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will be doing all that we reasonably can to limit children's exposure to the risks from the school's IT system.

Bushfield Road Infant School will ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing body and proprietors will consider 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 staff member responsible for filtering and monitoring systems is Steven Vessey. They will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This will be discussed with IT staff and service providers about what more needs to be done to support schools and colleges in meeting the Filtering and monitoring standards on an annual basis.

Bushfield Road Infant School have a clear policy on the use of mobile and smart technology, which also reflects that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Bushfield Road Infant School will carefully consider how this is managed on their premises and reflect this in the mobile and smart technology policy.

All staff are clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens.
- How to report safeguarding and technical concerns, such as if:
  - They witness or suspect unsuitable material has been accessed
  - They are able to access unsuitable material
  - They are teaching topics that could create unusual activity on the filtering logs
  - There is failure in the software or abuse of the system
  - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
  - They notice abbreviations or misspellings that allow access to restricted material

4.6 On-Line Safety and the use of mobile technology - Misinformation / Disinformation

Our governing body and/or proprietors ensure that, as part of the KCSIE 2025 requirement, all staff undergo regular updated safeguarding training, including in relation to online safety and, for children to be taught about safeguarding, including in relation to online safety that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Our policy is amended on a regular basis to reflect any new terminology. For example:
The KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

The DSL will consider completing the NLC local spreadsheet, where a concern raised constitutes as reportable and, therefore requires reporting into the Home Office. To ensure local co-ordination – all completed forms will be completed and forwarded to the Resettlement team for oversight and reporting from a central point– asylum@northlincs.gov.uk. The **Resettlement team Project Officers may be contacted on 01724 298384** or **01724 298417.**

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will ask to access
- who from the school (if anyone) their child is going to be interacting with online

All staff know how to escalate concerns when they arise.

To meet our safeguarding policy aims and address the risks above, we will fully comply with KCSIE 2025 requirements, with particular attention to Paragraphs 123-148 (see our Online Safety Policy). We will educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

We will train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year. This includes all staff having regular updates, including awareness of the Online Safety Act - GOV.UK and, the Online Safety Act: explainer - GOV.UK

Our Filtering and Monitoring policies align to the Protection of Children Code (July 2025) (where relevant) Statement: Protecting children from harms online - Ofcom

We will;

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings.
- Share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, this includes:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
    - Staff will not take pictures of any alleged injuries/marks, unless this is requested as part of any investigation, agreed and approved by the lead officer / professional.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively

4.7 Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- Bushfield Road Infant School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Bushfield Road Infant School will treat any use of AI to access harmful content or bully pupils in line with this policy and our Anti-bullying and/or Behaviour policy.
- Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.
- We will always seek the latest DfE guidance when considering the use of AI - Data Protection in Schools

Section 5 - Organisations or individuals using school premises, visitors, non- collection of children and young people

The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law, received Royal Assent on Thursday 3 April 2025. Martyn's Law Factsheet – Home Office in the media. If we receive an allegation relating to an incident that happens when an individual or organisation is using our school premises for the purpose of running activities for children (i.e. community groups, sports associations, service providers that run extra-curricular activities), we will follow our emergency critical incident plan, and safeguarding policies and procedures, including informing the LADO (where appropriate).

The school reviews emergency plans on a regular basis and we ensure that risk assessments are in place, considering the latest DfE guidance. Martyn's Law: the SIA's new regulatory role - GOV.UK. This may include, responding to on-site emergency responses, evacuation practices and lock down procedures, in line with DfE guidance DfE emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-schools settings details the safeguarding arrangements that schools should expect these providers to have in place. After-school clubs, community activities, and tuition - safeguarding guidance for providers

In readiness for Martyns Law – The SIO Safe Schools and Settings, has developed an MST Teams Critical Incident Folder, this includes all the latest Fact Sheets, DfE and Seminar information. The school will continue to develop PROTECT and PREPARE requirements, alongside PREVENT risk assessments Prevent duty: risk assessment templates - GOV.UK

5.1 Non-collection of children

If a child is not collected at the end of the session/day, we will:

- reassure the child and ensure they are suitably occupied and have refreshments if needed
- contact parents / carers using contact numbers on the school database, moving onto further contacts if needed. -the child will be looked after by a member of the SLT until they are collected.
- complete a home visit if appropriate.
- if there are concerns about the welfare of the child, advice will be sought from Children's Services
- late collection is recorded on CPOMs and reported to other professionals where appropriate (i.e. if there is a Social Worker).

5.2 Visitors, Contractors and 3rd Part Staff

Adequate checks will be made for regular visitors, in line with KCSIE 2025, Paragraph 292-295 and 305-310. It is best practice for NLC staff to a carry their DBS and wear a badge – this confirms safer recruitment practice has

taken place. **Our site and security policy** includes signing in procedures, risk assessments and expected conduct of visitors.

Appendices
If you have a question or wonder on any specific safeguarding area, the following process is recommended:

1. Follow your school safeguarding policy
2. Ask the DSL/DDSL for more information
3. Check out your thinking, access statutory DfE, Home Office, Public Health England Departmental advice first. For an extensive list of all statutory documents, refer to page 163-167 - Working Together 2023.
4. Check out statutory DfE safeguarding guidance. This may support any discussions with professionals, or referrals. See the full list of supporting statutory guidance – Annex B KCSIE 2025. Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should also read this Annex.
5. Refresh your knowledge and always check out the latest CMARS policy and procedures page and explore the NL Family app. Our Family Hubs - North Lincolnshire Council. What is available locally in your locality family hub, live well centres?
6. **Speak first**, call professionals before making a referral
7. Support any referrals alongside the DSL/DDSL and always follow the National and Local requirements
8. Escalate concerns following local procedures (where required)
9. Contact the Education Safeguarding Team if you have any queries or cannot find the article of interest

Before contacting SPOC consider the following:

- Make sure the information you are sharing is clear
- Make sure you have consent to contact us
- Make sure you have explored the concerns with parents
- Share your contact details including email at the point of referral
- Contact details up to date
- Address up to date
- Give all the information to reception that they are asking
- Only contact SPOC to make a referral
- What are the precise concerns being raised? What is the impact on the child? What the referrer is worried about.
- What has happened / is happening? How does the referrer know?
- What is the impact of this on the child?
- What are the precise needs/concerns?
- What has the referrer or others done to provide help to meet the child's needs / reduce the risk?
- Give details of caller's discussions with the child/young person and family about what are their views and concerns?

All language used on referral forms will be in line with the good record keeping guidance. **Good record guidance may include** Solutions: Top tips for inclusive trauma-informed language, Child Exploitation Language Guide | The Children's Society and Writing good records in social work

Appendix 1: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

KCSIE 2025 definition:
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All staff support the CMARS Policy Statement for reducing the harm from neglect Policy-Statement-reducing-harm-from-Neglect-August-2023.pdf

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

Recognising Physical Abuse
The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or he 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.

The following may be indicators of emotional abuse:
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.

- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

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 masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it.

Some behavioural indicators associated with this form of sexual abuse are:
- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

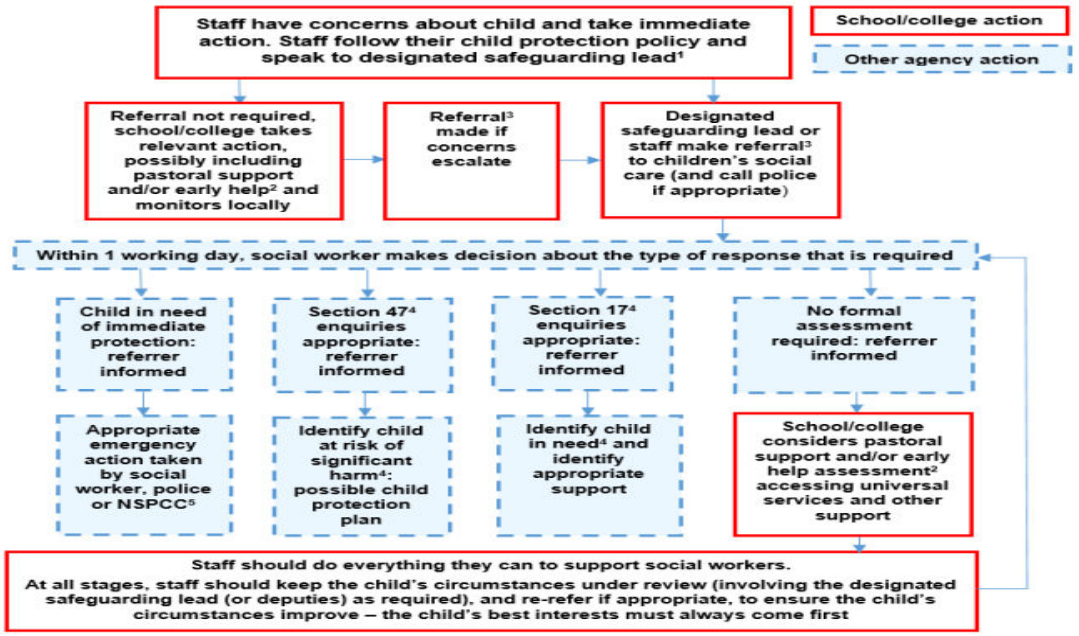
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve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

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

Appendix 2: Allegation of Abuse

Our staff maintain an attitude of "it could happen here" where safeguarding is concerned. When we are concerned about the welfare of a child, we will always act in the best interests of the child. When a member of staff suspects that any child may have been subject to abuse, or a child has disclosed that abuse has taken place, either to themselves or another child, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site – unless it relates to these people. The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on immediately, in accordance with the locally agreed Children's MARS procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Actions when there are concerns about a child



Further guidance :-https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-

<u>Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect</u>

I. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern
- Do not refute the allegation
- Show that you care through open and reassuring facial and body language
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe)
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them
- Do not promise to keep the allegation secret or that 'everything will be alright'
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance
- Do not admonish in any way e.g. 'I wish you had told me sooner'
- Inform the DSL initially verbally
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL
- If the child agrees, take them with you to the DSL

With the DSL, prepare a detailed report itemising:

- The information revealed by the student with absolutely no opinion
- Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the School/Academy
- Date and sign any written record of events and action taken and keep confidential and secure.
- You must keep, in absolute confidence, a copy of the report, as will the DSL
- The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the DSL
- The DSL is responsible for passing on these concerns to Children's Services
- Accurate records are essential in the event of further investigations

III. **If you see or hear something that concerns you:**

- Don't ignore it
- Write up on the School/Academy chronology sheet and seek advice immediately from your DSL
- Don't feel silly – if it worries you, someone else needs to know
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader
- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day
- All staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the School/Academy should be made directly to the Head Teacher/Principal

All staff are reminded to use appropriate language when sharing safeguarding concerns.
childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide

Appendix 3: Body map guidance (Body Map is available on CPOMs)

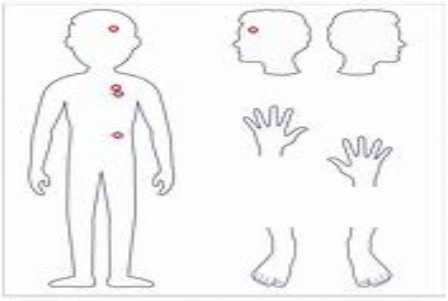
Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person. The body map below should be used. Any concerns should be reported and recorded without delay to Single Point of contact 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 then recorded appropriately.

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



Appendix 4: Child-on-child abuse

All our staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this 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.

Further guidance can be found here:
https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf

Child on child abuse

Children can abuse other children (previously referred (DfE 2021) as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
If there are no reports in school, it does not mean it is not happening, it may be that case that it is just not being reported. It is essential that all staff have a role in preventing it and responding where they believe a child may be at risk from it.

As per KCSIE 2025, our policy recognises consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. Our policies also reflect the legal definitions provided within the Voyeurism (Offences) Act 2019

All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse. Child-on-child abuse can take different forms, such as: -

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing nudes and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals

Child on child sexual violence and sexual harassment

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see

paragraph 85) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

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

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

All staff will challenge the inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be passed off as "banter" or "part of growing up" or "boys being boys". It will be recorded, investigated and dealt with and the victims, perpetrators and any other child affected by peer-on-peer abuse with be supported.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Bushfield Road Infant School has a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable. Our school approach and policy, reflects current research and will continue to adapt to the changing world. For example, reflecting on:
Adolescence at Risk: Online Misogyny, Mental Health, and the Urgent Need for Action - ACAMH

Please refer to Keeping Children Safe in Education 2025 (to be approved) Part 5 – This section sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Children potentially at greater risk of harm, a brief summary is below. Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). They could be:

- children who need a social worker (CIN or CP plans)
- children who are absent from education
- electively home educated children
- children requiring mental health support
- looked after children and previously looked after children
- care leavers
- children with special educational needs, disabilities or health issues
- children who are lesbian, gay, bi, trans or gender questioning (LGBTIA+)

Please refer to Keeping Children Safe in Education 2025 (to be approved) (Annex B) for the latest guidance on specific forms of abuse and safeguarding issues. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:
- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The DSL/DDSL will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the school risk assessment.

The DSL response will include:
- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the children involved
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or school or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated.

There are four likely scenarios for Bushfield Road Infant School to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour been identified. Where a pattern is identified, Bushfield Road Infant School decides on a course of action, considering whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are: -

- Manage internally
- Early help
- Referrals to children's social care
- Reporting to the Police

For more information – Refer to Addressing child on child abuse : a resource for schools and colleges Bushfield Road Infant School will follow the statutory guidance in Part 5 of this guidance, where full details can be found.

Appendix 5: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors that may meet the harms threshold – Referral within 24 hrs

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

KCSIE 2025 states Para 362. It is important that policies and procedures make clear to whom allegations should be reported (as set out at paragraph 72-74) and that this should be done without delay. A "case manager" will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

The headteacher/chair of governors will then follow the CMARS Managing Allegations Procedures https://www.northlincscmars.co.uk/policies-procedures-and-guidance/ and KCSIE Part 4 requirements.

Learning lessons
KCSIE 2025 makes it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated. The headteacher will then follow CMARS procedures https://www.northlincscmars.co.uk/policies-procedures-and-guidance/ and KCSIE Part 4 requirements.

LADO Initial Considerations Guide
Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO). cMARS LADO Page.

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

We will manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children
- behaved in way that indicates they may not be suitable to work with children.

We will follow guidance in Keeping Children Safe in Education 2025 and Children's MARS guidance see Children's MARS procedures "Managing Allegations Against People Who Work With Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

The Headteacher will complete the LADO-Referral-Form-formatted-and-restricted-1.docx (live.com) after reading the initial consideration guide and the Employers Guide. Where it is identified a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt

with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

We will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently and
- provide effective protection for the child and support the person subject to the allegation

Concerns that do not meet the harm threshold

Bushfield Road Infant School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of school are dealt with promptly and appropriately. Low level concerns do not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold but that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

To access full procedures and supporting documents ‘Keeping Children Safe in Education 2025’ (Part 4) and HR guidance.

Appendix 6: Wider Safeguarding Considerations

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:
Action Against Abduction and Clever Never Goes

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Further information is available at
Making child arrangements if you divorce or separate: Making child arrangements - GOV.UK
Going to court to give evidence as a victim or witness: The day of the trial - GOV.UK

KSCIE 2025 directs schools to 2 guides that support children in the court system. This will help DSL/DDSLs and Headteachers, if called upon to provide evidence.

- Young witness booklet for 5- to 11-year-olds - GOV.UK
- Young witness booklet for 12- to 17-year-olds - GOV.UK

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Missing pupils

Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2025, paragraph 29)
Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow our Attendance Policy.

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow the DfE working-together-to-improve-school-attendance 2025 statutory guidance and our procedures for unauthorised absence and for dealing with children who are absent from education, in line with DfE Summary table of responsibilities for school attendance.pdf particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

We will follow our Attendance Policy, using the ATTEND Framework to support families. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Children Missing from Education (CME)

All our staff are aware that children going missing Children missing education , particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of their school's unauthorised absence and children missing from education procedures. For the full Children's CME CMARS Protocol visit: North Lincolnshire Missing From Care Protocol

Children missing from home or care

A child whose whereabouts cannot be established will be considered as missing until located, and their wellbeing or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action. Children who go missing from home or care may face risks and each missing episode is potentially serious. The reasons for their absence can be varied and complex and should be considered within the context of their education, home and care experiences.

Every missing episode should attract proper attention from the professionals involved, who must collaborate to ensure a consistent and coherent response is given to the child their return. Children missing from care are particularly vulnerable however the majority of missing children are not looked after and go missing from their family home. All staff working with children who are at risk of going missing form home or care, or are already

doing so, should read and implement the Children's MARS Protocol for children who run away or go missing from home or care. The aim of the protocol is:

- to reduce the incidence of all children going missing and the risks associated with children who go missing
- to prevent the missing child suffering from harm and to recover the child to safety as soon as possible

This will be achieved by providing effective support and interventions, including good information sharing, multi-agency assessment / planning and performance management. Interventions will include a consideration of risks for each individual child and a focus on reducing repeat missing episodes. Working in partnership with children and their families is key part of this process and children's views and concerns will be taken seriously.

On finding a child, or on their return from being missing, a prevention interview (safe and well check) is undertaken by the police as soon as possible. The purpose is to check for any indications that the child has suffered harm, where and with whom they have been and to give them an opportunity to disclose any offending against or by them.

Independent return interview is then offered to children within 72 hours of their return. In North Lincolnshire this role is carried out by an independent Children's Missing Advocate. In some cases, independent return interviews may be completed by other professionals where it is deemed in the best interests of the child to do so. The focus of the interview is to hear from the child about why they went missing, to understand the child/young person's perspective, to gain insight into risks and issues involved and to discuss prevention strategies.

The Children's Missing Advocate makes arrangements to meet the child within 72 hours of their return. Efforts will be made to contact the child primarily via school or home. Interviews are, wherever possible, held in a neutral venue and in private unless the child indicates that they wish to be supported. This may be in confidential space within a school setting, in such instances the Children's Missing Advocate will liaise with the setting to make arrangements and support the discussion to take place.

The Children's Missing Advocates can also offer safety and prevention sessions with children with a view to preventing further missing incidents or to support additional conversations about keeping safe. This can be on an individual or group basis particularly around thematic topics. The Children's Missing Advocates can be contacted by email on missingchildren@northlincs.gov.uk.

Children with family members in prison

School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. This may take the form of early help assessment and/or a referral to Student Welfare. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) - The school has embedded the CMARS policy and procedures into practice

15-CSE-procedure-July-2025-Approved.pdf
16-CSE-Vulnerabilities-and-Risk-Indicators-July-2025-Approved-1.pdf
17-CCE-Procedure-July-2025-Approved.pdf
18-CCE-Vulnerabilities-and-Risk-Indicators-Guide-July-2025-Approved.pdf

Bushfield Road Infant School is aware that CSE is a form of child sexual abuse. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or

abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

The signs and indicators of all forms of abuse can be difficult to detect and CCE is no exception. A variety of factors can make it difficult to accurately assess how prevalent CCE is. Many children who are criminally exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are criminally exploited do not always recognise they are being abused, which can also affect detection rates. All practitioners should work on the basis that it is happening in their area.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse drugs and alcohol.
- go missing for periods of time or regularly come home late; and
- regularly miss school or do not take part in education

The school /setting will include the new CMARS procedures into staff training.

Where professionals consider that a child or young person is a child in need due to concerns that their health or welfare may be significantly impaired due to being at risk of child criminal exploitation or at risk of significant harm due to suspected or known criminal exploitation then a referral to Children's Services must be made in accordance with the Children's MARS Policy and Procedure Assessing Need and Providing Help.
CMARS-Policy-and-Procedures-Assessing-Need-and-Providing-Help-June-2023.pdf

Where CSE is suspected or identified, the DSL will follow the procedure:
15-CSE-procedure-July-2025-Approved.pdf

The Humberside VPP are recommended for a range of programmes available for young people https://humbervpp.org/ to reduce any risks to youth violence and CE/CSE.

Complex and Organised Child Abuse
Complex and organised child abuse may be defined as abuse involving one or more abusers and any number of related or non-related abused children. This may take place in any setting. The adults concerned may be acting together to abuse children, in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse.

Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding schools, in day care and in other provisions such as youth services, sports clubs, faith groups and voluntary groups. There may also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etc which all access the internet and in particular social networking website

The school/setting will follow CMARS policy and procedure:
Complex-and-Organised-Child-Abuse-Feb-23.pdf

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across

the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

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

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

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL [and deputy/deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority

Trafficked

We will follow CMARS procedures**: 23-Trafficked-Children-Procedure-July-2025-Approved.pdf**

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

Definitions

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

a) 'trafficking of persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

b) the consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.

c) the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in persons' even if this does not involve any of the means set forth in subparagraph (a) of this article.

d) 'child' shall mean any person under eighteen years of age.

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

Domestic abuse
The Domestic Abuse Act 2021 legislation and the National Framework statutory guidance that supports a child-centred approach is followed by our school. All staff (KCSIE 2025) are aware that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Bushfield Road Infant School support the CMARS guidance
CMARS | Domestic Abuse - CMARS and staff have access to the new local CMARS Training offer, delivered via The Blue Door
Our parent information includes Information on staying safe online - SafeLives
Staff are encouraged to sign up to the local Domestic Abuse Partnership Board communications straight into your inbox **Click here to sign up**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. The school is part of Operation Encompass and understands MARAC procedures, with the DSL accessing training. The DSL will provide support according to the child's needs and update records about their circumstances.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Please visit Young people and domestic abuse and the Blue Door https://www.thebluedoor.org/for further support.

More information can be found here:
Domestic_Abuse_Statutory_Guidance_Easy_Read
and domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version

Operation Encompass
Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information can be found at Operation Encompass.

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

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Bushfield Road Infant School will follow the guidelines from the Forced Marriage Unit (FMU) which has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage,
https://www.gov.uk/guidance/forced-marriage, https://www.gov.uk/government/publications/form-fl401a-application-for-a-forced-marriage-protection-order, https://www.gov.uk/government/publications/forced-marriage-resource-pack/forced-marriage-resource-pack, https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage .

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL, if the DSL is unavailable the Headteacher, and or a decision made to contact SPOC, and/or the Police.

The DSL will:

- Follow the CMARS **"one chance rule" Page 12,** https://www.northlincscmars.co.uk/wp-content/uploads/2023/02/10-Honour-Based-Abuse-and-Forced-Marriage-Procedure-Feb-23-v2.pdf
- This includes, speaking to the pupil about the concerns in a secure and private place, and take all steps defined within the CMARS safeguarding procedures.
- If in doubt, Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

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

Breast Ironing
This guidance sets out the local procedures for the recognition and response to breast ironing.
The guidance is relevant to any practitioner operating within North Lincolnshire who may come into contact with any child who has undergone or is vulnerable to breast ironing.
Breast ironing (sometimes known as breast flattening) is the term used to define the pounding and massaging of a girl's breasts (usually during puberty) using hard or heated objects to try to stop them developing or to make them disappear entirely
Guidance-for-recognising-and-responding-to-breast-ironing-August-2023.pdf

FGM
FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The school will follow CMARS Identifying and responding to concerns about FGM

More information can be found at:
FGM- information and resources
FGM : multi-agency statutory guidance.female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack
FGMPO_-_Fact_Sheet_-__1-12-2016_FINAL.pdf
YoungMinds | Mental Health Charity For Children And Young People | YoungMinds

Harmful sexual behaviour (HSB)
Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. For further information, see Sexual violence and harassment between children in schools and colleges (2021) DfE. We will follow the CMARS : **HSB-guidance-Jan-2024.pdf**
KCSIE 2025 provides information for young people Home - Shore. The DSL will support and help signpost and refer to additional support services. In line with local procedures.

Mental health
Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support; this includes working with external agencies. More information can be found at Mental health and behaviour in schools. The school / setting supports the Building Suicide -Safer Schools and Colleges. Schools guide | Papyrus. The school also recognises signs of gambling and, provides an enhanced curriculum to raise awareness Home | Ygam

Modern Slavery and the National Referral Mechanism
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. More information can be found at Modern slavery. The DSL/DDSL has accessed the CMARS NRM training and, all staff are aware of the HOTH toolkit. CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting potential victims of modern slavery and human trafficking to ensure they receive appropriate support. If the potential victim is under 18, or may be under 18, an NRM referral must be made. **Modern Slavery: statutory guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and non-statutory guidance for Scotland and Northern Ireland (accessible version) – GOV.UK**
Adults may also be supported through the National referral mechanism guidance: adult (England and Wales) - GOV.UK
Wilberforce Institute | University of Hull

Online Safety
We ensure that children are taught about safeguarding, including online safety as part of a broad and balanced curriculum. Online abuse is any type of abuse that happens on the internet, facilitated through technology. It can include:

- bullying
- emotional abuse
- sexual abuse
- sexual exploitation
- sexting (request for nudes)

Radicalisation
Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Lessons for Prevent - GOV.UK
Lessons for Prevent (accessible) - GOV.UK

The current Children's Wellbeing and Schools Bill (to be approved) has a heavy emphasis on increased and improved information sharing, including through the adoption of a Single Unique Identifier for children.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. The DSL is aware of the local procedures for making a Prevent referral. Making a referral to Prevent - GOV.UK Further information can be accessed at Prevent Duty guidance and Channel and Prevent Multi-Agency Panel guidance , which is a voluntary, confidential support programme which focuses on providing support at an early stage to children who are identified as being vulnerable to being drawn into terrorism.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a pupil, they must share their concerns with the DSL. Staff must **always** take action if they are worried. However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

The Prevent duty
An updated definition of radicalisation, which is 'the process of a person legitimising support for, or use of, terrorist violence'. Small terminology changes to bring the guidance in line with the Prevent Duty 2023, such as 'the need to prevent people from being drawn into terrorism' to 'the need to prevent people from becoming terrorists or supporting terrorism'.

The final bullet point in the section on holding and sharing has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme.

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. This includes sharing information, in line with **Section 4** of this policy, the DfE PREVENT Duty for schools and KCSIE 2025. All staff must report any concerns and the DSL will liaise with the PREVENT Police (CTU) lead and compete the PREVENT referral form.

The Prevent duty is part of schools' wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at
https://www.gov.uk/government/publications/prevent-duty-guidance

Schools will ensure a risk assessment is in place Prevent duty: risk assessment templates - GOV.UK

Channel is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of the CTSA 2015. Further information on Channel is available on https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

The DSL (DDSLs) are responsible for making PREVENT referrals, as with all referrals, the school will be asked to attend Channel and share information. DSLS must seek PREVENT advice prior to using/completing the National Referral Form.

Kinship Care - Private fostering
In line with KCSIE, Para 199 the Designated Teacher and/or DSL understands the role of the virtual head. This includes an extended responsibility for promoting the educational achievement of children in kinship care.
All staff are aware of Annex F KCSIE 2025.

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school or college, we will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. More information can be found at Private Fostering (CA 1989).

As per WT2023, Page 159. **Kinship care** is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangements however this list is not exhaustive:
a. Informal kinship care arrangements (not approved foster care) including:
i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and

- the local authority has had no major role in making the arrangement for the child
- where a Family Court has not made an order in respect to the care of the child.

ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative
iii. Where a 16- or 17-year-old is being provided with accommodation by an individual who is not a close relative in their own home
b. A private fostering arrangement in which someone who is not a close relative of the child looks after the child for **28 days or more**
c. Where a 'lives with' child arrangements order has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent
d. Where a special guardianship order has been granted appointing a friend or family member as the child's special guardian
e. Where a child is a 'looked after child' by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):
i. The child is being cared for by a friend or family member who is not their parent, and
ii. The friend or family member is approved as a local authority foster carer on a temporary basis or following full assessment.

In relation to private fostering, "relative" has the meaning given in section 105 of the Children Act 1989. It includes only the following: grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership), and stepparent (a married stepparent, including a civil partner). For the purposes of this kinship definition, the term private fostering arrangement includes only individuals accommodating a child. It does not apply to organisations or bodies.

Harms Outside the Home (formerly ROTH)
All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. These extra-familial threats might arise at school

and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- child sexual exploitation (CSE)
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE)
- trafficking
- online abuse
- teenage relationship abuse (peer on peer abuse)
- influences of extremism leading to radicalisation

The Humberside Community Partnership Intelligence (CPI) Form (formerly known as PIF) allows professionals to share information that is putting a child at risk of HOTH.
https://www.reportingcrime.uk/HPPartnershipIntelligence/

More information can be found here: CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

All staff have access to the updated CMARS training and HOTH policy: CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

Sexual violence and sexual harassment
Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. We recognise violence against women and girls and will promote Our campaigns — White Ribbon UK (schools to adapt to the campaigns or training delivered)

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQI+A) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality. We also recognise that LGBTQI+A children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Add details of the pastoral support you offer these pupils, such as appointing an LGBTQI+A pastoral lead.

The school operates a safe space, where learners may speak out or share concerns with members of staff. Support is also available for parents via LGBTQI+A Social Group | LiveWell North Lincolnshire
Rainbow Youth for Young People - Locally we have a LGBTS support group. You can find them at Facebook

Contact 07802 775553 Scunnylgbts@gmail.com

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff. We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Sexual violence
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:
-Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
-Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
-Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
-Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

What is consent?
Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information can be accessed at Sexual-consent.

Sexual harassment
This policy supports KCSIE 2025 and highlights the:

- importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos. Further information is available at Sharing-nudes
  - sharing of unwanted explicit content
  - upskirting (is a criminal offence)
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats.

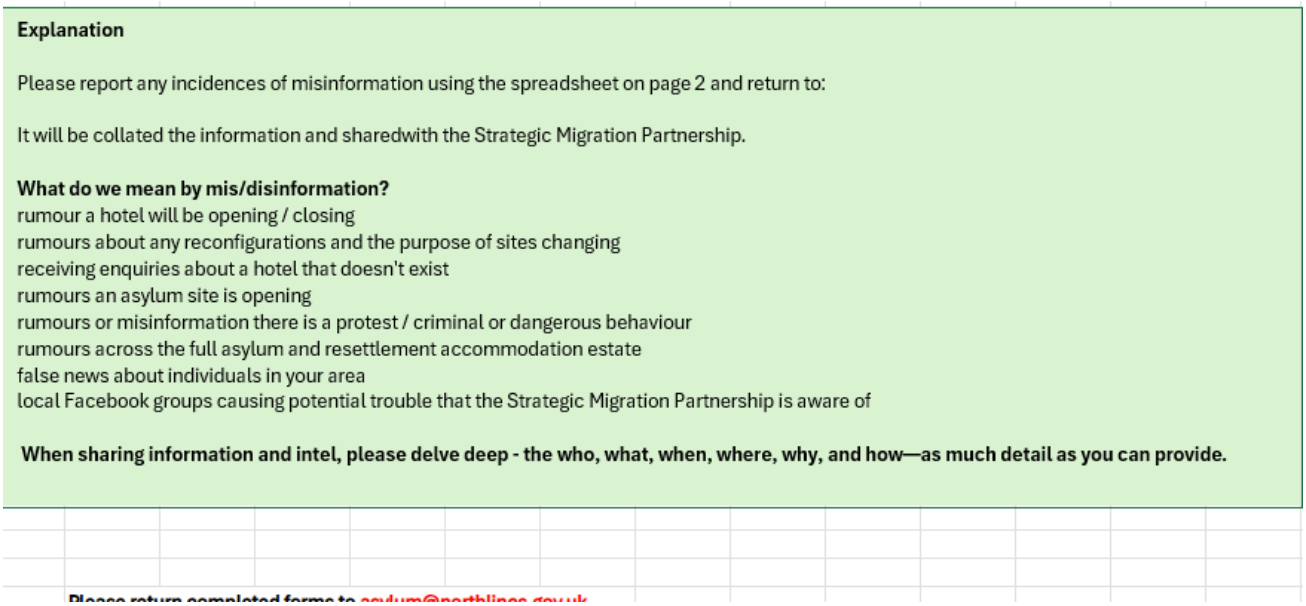
Refer to KCSIE 2025 Annex B and Part 5. The school will engage and work alongside the Humberside VPP Home | Humber Violence Prevention Partnership

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their 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 sex, can be a victim.

Misinformation / Disinformation

All staff are aware of the new 2025 local reporting procedures. The DSL has access to the local spreadsheet; this will be completed and returned to asylum@northlincs.gov.uk



Explanation

Please report any incidences of misinformation using the spreadsheet on page 2 and return to:

It will be collated the information and sharedwith the Strategic Migration Partnership.

What do we mean by mis/disinformation?
rumour a hotel will be opening / closing
rumours about any reconfigurations and the purpose of sites changing
receiving enquiries about a hotel that doesn't exist
rumours an asylum site is opening
rumours or misinformation there is a protest / criminal or dangerous behaviour
rumours across the full asylum and resettlement accommodation estate
false news about individuals in your area
local Facebook groups causing potential trouble that the Strategic Migration Partnership is aware of

When sharing information and intel, please delve deep - the who, what, when, where, why, and how—as much detail as you can provide.

Please return completed forms to asylum@northlincs.gov.uk

Appendix 7: Useful contact numbers

Designated Safeguarding Lead (DSL)	Steven Vessey 01724 842829 admin@bushfieldinfants.co.uk
Deputy Safeguarding Lead (DDSL)	Sarah Miller 01724 842829 admin@bushfieldinfants.co.uk
North Lincolnshire's Children's Services Point of Contact (SPOC)	01724 296500 (office hours) 01724 296555 (out of hours)
Allegations against/concerns about adult(s) working with children	Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293
Police (emergency) Police (nonemergency)	999 101
School Improvement Officer (Safe Schools and Settings) North Lincolnshire Council	Sarah Stokoe sarah.stokoe@northlincs.gov.uk 07385 005271
School Improvement Officer 11-19 Standards & Effectiveness North Lincolnshire Council	Martin Halliday martin.halliday@northlincs.gov.uk ☏ 01724 298446 ☏ 07584870241
Head of Service – Education Standards and Early Years North Lincolnshire Council	Helen Hatton helen.hatton@northlincs.gov.uk 01724 298396
Education Safeguarding Officer	Vacant
Virtual Head Lead for Education CP/CIN and Kinship Care Education Officer CIN/CP Compliance and Case Management	Helen Frost Helen.frost@northlincs.gov.uk 01724 296775
Head of Service for the Virtual School and Inclusion (Including Kinship Care) North Lincolnshire Council	Wendy Holmes Wendy.holmes@northlincs.gov.uk Office: 01724 297502 Mobile: 07717586329
NSPCC Whistleblowing helpline	0800 028 0285
Prevent	Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk
Resettlement Team (misinformation reporting)	Christina Clark 01724 298384 (workdays - monday, tuesday, wednesday morning) Kerry Dunn 01724 298417 (workdays - wednesday afternoon, Thursday, Friday)

Useful links:

- Children's MARS website
- Keeping children safe in education - GOV.UK
  Working together to improve school attendance - GOV.UK
- Working Together to Safeguard Children 2023
- What to do if you're worried a child is being abused
- Information sharing: advice for practitioners
- Children Act 1989 and Children Act 2004
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Teachers' Standards (update June 2021)
- Welcome | Family Information Directory (northlincs.gov.uk)
- Gender Questioning Children - non-statutory guidance (currently guidance consultation)
- Young witness booklet for 5- to 11-year-olds - GOV.UK
- Young witness booklet for 12- to 17-year-olds - GOV.UK
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (March 2025)

Appendix 8: Links with other policies

This child protection and safeguarding policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistleblowing

Appendix 9: Safeguarding and Child Protection Policy - Legislation References

Statutory framework

The legislation relevant to safeguarding and promoting the welfare of children is set out below. It is valuable information in its own right and should also be read alongside the statutory guidance, Working Together to Safeguard Children 2023.

A summary of all safeguarding legislation can be found here:

Statutory Framework

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobia or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques

Early Years Safeguarding Policy

Please refer to the main school policy, as this relates to Bushfield Road Infant Nursery School also.
The setting is committed to ensuring all children are safeguarded, and take all complaints, allegations or suspicions seriously, including allegations made against staff members. All procedures are in line with Children's Multi-Agency and Resilience Safeguarding Board (MARS) guidelines.

Additional information specific to Nursery;

- Students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) may only be counted in ratios at the level below their level of study if they are suitable, competent and responsible, and they hold a valid and current paediatric first aid qualification.
- Cameras and other electronic devices with imaging and sharing capabilities are used to take photographs/videos of the children during their time in the provision. These photographs/videos are used to update children's progress and are shared with the child's parents. Relevant permissions are obtained from parents that specify what the images can be used for.
-Photographs/videos taken on digital devices are used for specific purposes and then deleted.
-Photographs/videos on any assessment app are used in accordance with the apps security measures, my privacy policy and shared with the child's parents only.
-In line with the GDPR and Data Protection Act (2018) images will only be used for agreed purposes and no images will be stored for any longer than necessary. Cameras will be stored securely on the premises. All other electronic devices used to take images or store photos (e.g. tablet or computer) will be password protected.
-No images are taken on a mobile phone or any staff member's personal devise under any circumstances. No images will be transferred to any staff member's personal electronic device or computer.
-No personal mobile phones are used on the premises at any time, either by staff, parents or visitors when children are present. All personal mobile phones must be stored in the staffroom or office. Disciplinary procedures will be taken against any member of staff who fails to comply with the above.
-Visitors to the provision are not permitted to take photographs of the children in our care, unless previously agreed with the parents.
-Safety when eating is paramount. Whilst children are eating there will always be a member of staff in the room with a valid paediatric first aid certificate. Children will always be within sight and hearing of a responsible adult when eating.
-When toileting, assistants and students must have received a letter of suitability alongside their DBS to support intimate care routines. Intimate care and toileting will be supported by the adult in a manner that always protects their dignity.