

The Lilycroft and St Edmund's Nursery Schools' Federation



Safeguarding and Child Protection Policy

Last Reviewed: September 2025
Approved By: Full Governing Board
Next Review Due: September 2026

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Policy Review Sheet

Date of changes: September 2025

Changes to note	Reason for change e.g. change in legislation
Moved into sections Intro CP Staff Governance Further Information in alphabetical order	
Changes to document control	
Early Years Foundation Stage Framework	Change in legislation
Governors	Change in legislation
Changes that must be notified to Ofsted	Change in legislation
Child absences	Change in legislation
Female Genital Mutation	Change in legislation
Helping Children to Keep Themselves Safe	Change in legislation
Artificial intelligence (AI)	Change in legislation
Looked After and Previously Looked After Children	Change in legislation
Medicines	Change in legislation
Private Fostering	Change in legislation
Pupils who need a Social Worker (Child in Need and Child Protection Plans)	Change in legislation
Risk Assessments	Change in legislation
Safer Recruitment	Change in legislation
Special Educational Needs	Change in legislation
Supervision of staff	Change in legislation
Use of Reasonable Force	Change in legislation
Roles & Responsibilities	Change in legislation

Policy Statement and Principles

The Lilycroft and St Edmund's Nursery Schools' Federation is committed to safeguarding and promoting the welfare of all its pupils and believes each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable, have additional barriers with recognising, disclosing or have an increased risk of abuse, neglect and exploitation. We are committed to anti-discriminatory practice and recognise diverse circumstances and believe our children and families have equal rights to protection, regardless of gender, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

This policy acknowledges and is in line with the guidance detailed below. We will reflect and comply with the guidance and the arrangements agreed below and those published by Bradford Safeguarding Partnership.

We have special consideration to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is at risk of so-called 'honour' based abuse such as Female Genital Mutilation
- Is a privately fostered child

We acknowledge that children who are abused or neglected may find it more difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at our provision, their behaviour may be challenging. We recognise that some children, who have experienced abuse, may harm others. We will always take a considered and sensitive approach in order that we can support all our children and their families.

Where the procedures contained in this policy refer to 'staff' this means all staff (paid or unpaid), volunteers, students, governors, supply staff, contractors and those working in and with our schools.

We ensure that everyone working directly with children, reads at least Part one and Annex B of [Keeping Children Safe in Education](#), the School Staff Handbook/Code of Conduct, Safeguarding and Child Protection Policy, The Regulation and Behaviour Policy and Guidelines (which includes measures to prevent bullying including prejudice-based and discriminatory bullying), understands the school's response to children who are absent from education and [What to do if you're worried a child is being abused](#).

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. All staff have regard to the [Early Years Statutory Foundation Framework](#) for group and school based providers September 2025.

We fulfil our responsibilities by asking all staff to sign a declaration at the beginning of each academic year to say they have reviewed the provided guidance.

We also review and develop ongoing mechanisms to assist staff to understand and discharge their roles and responsibilities.

Our safeguarding arrangements are inspected by Ofsted under leadership and management.

Policy principles

- Safeguarding is everyone's responsibility
- A child-centred approach
- Welfare of the child is paramount
- All children, regardless of gender, race, disability, religion or belief, gender reassignment, or sexual orientation (protected characteristics), have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary training and information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment regarding safeguarding and child protection to pupils, parents, and other partners

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether this is within 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

Child protection: part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

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 another child or children.

Children: Includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Key Information - Roles and Responsibilities

The Governing Body has a strategic leadership responsibility for our safeguarding arrangements, as such, they must ensure that the policies and procedures are understood and followed by staff, and that we comply with our duties under legislation.

Roles and responsibilities for key stakeholders can be found in [appendix 1](#).

ROLE	NAME	CONTACT DETAILS
Executive Headteacher	Sian Hudson	01274 543282 01274 545647
Designated Safeguarding Lead (DSL)	Sian Hudson	01274 543282 01274 545647
Deputy Designated Safeguarding Leads (DDSLs)	Ermina Kesedzic Adam Bagherian Kimberley Middleton Amanda Nicholson Juraj Tancos Maryum Nazir Rebecca Oberg	01274 543282 01274 545647 01274 543282 01274 543282 01274 543282 01274 543282 01274 543282
Mental Health Lead	Sian Hudson	01274 543282 01274 545647
SENDSCO	Ermina Kesedzic	01274 543282
Designated teacher responsible for LAC/PLAC	Ermina Kesedzic	01274 543282
Chair of Governors	Imran Hafeez	
Nominated Governor for Safeguarding	Frances Elizabeth Evans	
Bradford Practitioners Advice & Guidance	Office hours Emergency Duty Team	01274 433999 01274 431010
Bradford Public Advice & Guidance	Office hours Outside office hours	0800 953 0966 01274 431010
NSPCC Helpline	Email: help@NSPCC.org.uk	0808 800 5000

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately

Creating an effective approach to safeguarding

Recognising abuse

To ensure that our pupils are protected from harm, we need to be aware of all indicators of abuse, neglect and exploitation.

Knowing what to look for is vital for early identification of abuse or neglect. All staff must follow the procedures set out below and be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may need help or protection. This includes understanding specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should be vigilant and if they are unsure, they should always speak to the designated safeguarding lead (DSL) or deputy (DDSL).

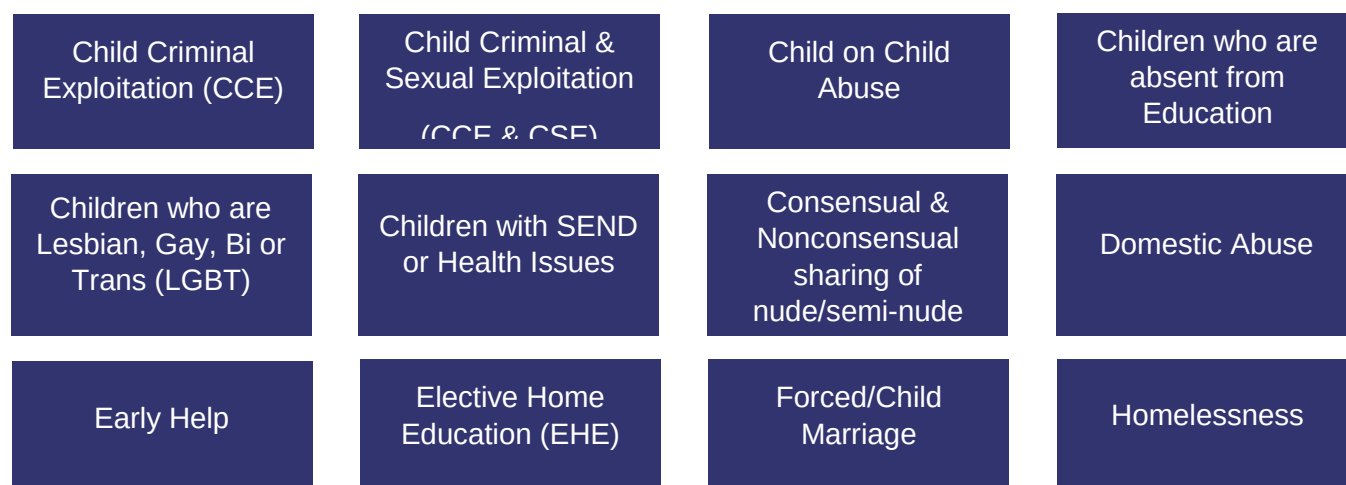
All staff are aware of the four main categories of abuse, which are:



More in-depth definitions can be found in [appendix 2](#).

Staff are also made aware of the other key safeguarding topics:

More in-depth definitions can be found in Annex B Keeping Children Safe in Education statutory guidance.



Honour-based
Abuse & Female
Genital Mutation

Looked After &
Previously Looked
After Children

Mental Health &
Impact of Abuse

Preventing
Radicalisation &
Channel

Private Fostering

Pupils who need a
Social Worker (Child
in Need & CP Plans)

Serious Violence

Sexual
Violence/Sexual
Harassment & HSB

What staff need to know and do

All staff are aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately absent from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nudes and semi-nudes (also known as youth produced sexual imagery) put children in danger.

All those working in our schools understand the local authority's child protection reporting procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you're worried a child is being abused'. Part 1 and Annex B of Keeping Children Safe in Education also includes information on further issues all staff should be aware of, including child abduction, exploitation and community safety incidents, children's involvement in the court system, children with family members in custody and cybercrime.

It is **not** the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All those working directly with children, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils must be immediately reported and recorded following child protection procedures and must be discussed with the DSL, prior to any discussion with parents.

Staff must immediately report to the DSL:

- 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 play or inappropriate behaviour)
- 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, unexplainable, prolonged or absences without

parent and/or carers notification

- Any hint or disclosure of abuse from any person
- Any concerns regarding a person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

If you are concerned about a child’s welfare

There will be occasions when staff may suspect that a child may be at risk but have no ‘real’ evidence. The child’s behaviour may have changed; they may become withdrawn or seem anxious or use words for private body parts that are inappropriate for their age. In these circumstances, staff should try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, including a parent has moved out, a pet has died, or a grandparent is very ill. It is fine to ask the child if they are ok or if they can help in any way.

All concerns should be recorded on a pink slip and handed to the DSL. If the concern requires an immediate response, staff should speak directly with the DSL before recording on a pink slip.

If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a child talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the child know they cannot keep the information secret but will keep it private and only pass it on to those who can help them. The point at which they tell the child is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen, if left until the very end of the conversation, the child may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with a child, staff will:

- Allow them to speak freely
- listen to and take seriously any disclosure or information that a child may be at risk of harm
- Remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener

- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’
- Not be afraid of silences – remember how hard this must be for the child
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s parent think about all this
- Clarify the information
- At an appropriate time tell the child that in order to help them, the member of staff or volunteer must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Try not to show signs of shock, horror, or surprise
- Not express feelings or judgements regarding any lead alleged to have harmed the child
- Explain sensitively to the child that they have a responsibility to refer the information to the DSL
- Reassure and support the child as far as possible
- Explain that only those who ‘need to know’ will be told
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the child what will happen next
- Reassure the child that they are being taken seriously and that they will be supported and kept safe
- Report verbally to the DSL
- Write up their conversation immediately on a pink slip and hand to the DSL
- If appropriate, make a referral to children’s social care and/or the police directly and tell the DSL as soon as possible that you have done so
- Do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Seek support if they feel distressed

Staff should understand they:

- Should not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision about what to do next
- Must not discuss the issue with colleagues, friends or family
- Must record details on a pink slip and hand to the DSL
- Must take the necessary action, in an emergency, to help the child e.g. refer to the police or children's social care
- Should maintain an attitude of '**it could happen here**'
- Must re-refer their concerns directly to the DSL, if the child's situation does not appear to be improving.

NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information, and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000 - Email: help@nspcc.org.uk

What the DSL will do

Following any information raising concern, the DSL will consider:

- Discussing concerns with parent/carer and seek consent to make a referral where appropriate
- Consulting with DSL colleagues
- Any urgent medical needs of the child
- Consulting the latest Continuum of Need and Risk Identification, to help make decisions about what to do next
- Seeking advice and support from safeguarding partners
- The child's wishes

Then decide:

- Whether to talk to parents/carers, 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

OR

- Not to make a referral at this stage, recording their justification why not to do so
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment by referring to early help

An early help approach incorporates early help to all children including child protection cases, looked after children and those with special needs by providing support as soon as a concern emerges, placing the child at the heart of the process and building a safety network around their care.

All information, discussions, actions taken, including the reasons for any decisions made, and how a concern has been resolved must be fully documented.

All referrals to children's social care must be followed up in writing within 24 hours following the local safeguarding partners procedures.

If at any point the DSL feels that the child continues to be at risk of harm, then the concern will be escalated using [Bradford's Resolving Multi-agency Disagreements and Escalation](#) procedures.

Recording and Monitoring

Accurate records must be made immediately and will clearly distinguish between observation, fact, opinion, and hypothesis. Any information given will be recorded in exactly the same words as used where possible and a note made of the location and description of any injuries seen.

Concerns must be recorded on the school's pink slip and handed to the DSL. The DSL will add all details of the concern to CPOMS. Once added to CPOMS, the pink slip is destroyed securely by the DSL.

The DSL will ensure child protection files are securely 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 to allow the new school to have support in place for when the child arrives.

Safeguarding Concerns or Allegations Against Professionals Who Work with Children

The Lilycroft and St Edmund's Nursery Schools' Federation have our own procedures for dealing with low-level concerns and/or allegations against those working in or on behalf of the schools in a paid or unpaid capacity.

We follow the procedures as laid out in Part four, Keeping Children Safe in Education which has two sections covering the two levels of allegations/concerns and are consistent with local safeguarding procedures and practice guidance ([appendix 5](#) – Responding to allegations or low-level concerns flowchart).

What staff need to know and do

An allegation is any information which indicates any adult who works with children and young people under 18 (paid or voluntary staff), including individuals using the school's premises for the purposes of running activities for children, who may have:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child;
3. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children

- Allegations regarding adults in the school must be reported immediately to the Executive Headteacher
- If you feel you may be at risk of an allegation, then self-report the issue as you may find yourself in a difficult situation
- Any allegations concerning the Executive Headteacher should be referred to the school's Chair of Governors
- Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day
- Initial discussions with the LADO will consider the nature of the allegation and next steps
- Whilst the school does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation
- The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency)
- There is a legal requirement for schools to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - Engaged in relevant conduct in relation to children and/or adults,
 - Satisfied the harm test in relation to children and/or vulnerable adults; or
 - Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence

The DBS will consider whether to bar the person.

- Where a school employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Concerns that do not meet the Harm Threshold

We recognise the importance of responding to and dealing with any concerns in a timely manner, about all adults, working in or on behalf of the school (including supply teachers, volunteers, students, contractors and individuals using school premises for the purposes of running activities for children), promptly and appropriately to safeguard the welfare of children. We aim to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. If we implement this correctly, this should encourage an open and transparent culture; enable us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – 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/Letting Agreement, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their personal mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door where they cannot be seen by other staff members
- using inappropriate sexualised, intimidating, or offensive language

Abuse of Trust – Staff and Pupil Relationships

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil, an apprentice, student or volunteer under 18 may be a criminal offence, even if that person is over the age of consent.

The school's A-Z Staff Code of Conduct sets out our expectations of staff and is provided to all staff members at induction.

Whistleblowing

The Lilycroft and St Edmund's Nursery Schools' Federation understands that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

We are committed to the highest possible standards of openness, probity, and accountability. In line with that commitment and to reflect the principles in [Sir Robert Francis' Freedom to Speak Up Review](#), we expect staff, and others who work on behalf of the school, who have serious concerns about any aspect of schools' work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in the Whistleblowing Policy.

NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

- General advice on whistleblowing can be found via: [Advice on Whistleblowing](#)
- 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.
 - All 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday
 - EQmail: help@nspcc.org.uk

Management of Safeguarding Governors

Our governing body has the strategic leadership responsibility for our safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Part 2, Keeping Children Safe in Education guidance, and the Governance Guide, ensuring policies, procedures and training in school are effective and comply with the law at all times.

In addition, the governing body will supply information as requested by the local safeguarding partnership (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.

Our governing body ensures we have a senior board level (or equivalent) lead to take leadership responsibility for our safeguarding arrangements and will ensure that all governors receive appropriate safeguarding and child protection (including online safety and the expectations, applicable roles and

responsibilities in relation to filtering and monitoring and cyber security) 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. Their training will be regularly updated.

Our governors will read Keeping Children Safe in Education guidance in its entirety.

Changes that must be notified to Ofsted

We will notify Ofsted of any significant changes to our premises, management, governance or suitability of staff. We will also report any significant events that may affect our registration or the quality of care provided. All required notifications will be made in advance where possible, and always within 14 days.

Child absences

We monitor attendance closely and follow up on absences in a timely manner. If a child is absent without notification, or for a prolonged period, we will contact parents and carers, and if needed, alternative emergency contacts. Patterns of absence are considered alongside each child's circumstances, and concerns about a child's welfare are referred to children's social care or the police if necessary. Our Admissions, Attendance and Transitions Policy, shared with parents and carers, sets out expectations for reporting absences and the actions we take to safeguard children.

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying, or belittling a pupil or discriminating against them in some way. Any complaint will be taken seriously, our procedures will be followed by a senior member of staff as detailed in our Complaints Policy.

Complaints from staff are dealt with under the grievance and/or disciplinary procedures. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the school's procedures for dealing with allegations of abuse made against staff.

Confidentiality and Sharing Information

We have regard to HM Government advice: Information sharing advice for safeguarding practitioners 2024 and those working for and on behalf of the school, will ensure that all data about pupils is handled in accordance with this guidance.

We have a clear and explicit procedures, which indicate:

- When information must be shared with the police and children's social care where the child is / may be at risk of significant harm
- When the pupil's and/or parent's confidentiality must not be breached
- That information is shared on a need-to-know basis

Any member of staff who has access to sensitive information about a child or a child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.

Staff will only discuss concerns with the DSL, Executive Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the data protection principles of the [UK General Data Protection Regulations](#), [Data Protection Act 2018](#) and [Freedom of Information Act 2000](#). In addition, see the [DfE Data Protection guidance for schools](#), which will help school staff and governors 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.

Information is:

1. Used fairly, lawfully, and transparently
2. Used for specified, explicit purposes
3. Used in a way that is adequate, relevant, and limited to only what is necessary
4. Accurate and, where necessary, kept up to date
5. Kept for no longer than is necessary
6. Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction, or damage

Electronic information will be recorded, security protected and only made available to relevant individuals. Written paper documents and other written information will be stored in a separate file and locked facility.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a laptop or a flash drive, these items must be encrypted and kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they will refer the request to the Executive Headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality is available to staff and parents. ([Appendix 4](#) - Information sharing flowchart). The Lilycroft and St Edmund's Nursery Schools'

Federation references the [ICO guidance 'For Organisations'](#) which includes information about our obligations and how to comply, including protecting personal information, and providing access to official information.

Equality Act, Public Sector Equality Duty (PSED) and Human Rights

The Lilycroft and St Edmund's Nursery Schools' Federation acknowledges its responsibilities towards equality. The three previous general and specific equality duties on schools (race, disability, and gender) to eliminate discrimination and advance equality of opportunity have been combined into a less bureaucratic and more outcome-focused duties covering an expanded number of protected characteristics referred to as [The Equality Act 2010](#).

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility, or service
- By excluding a pupil or subjecting them to any other detriment

The Act introduced a single [Public Sector Equality Duty \(PSED\)](#) that applies to schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Female Genital Mutation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires teachers - this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate. All those in teaching work are made aware of the indicators of FGM and are requested to undertake training. All concerns must be reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- Treating all pupils with respect
- Setting a good example by conducting ourselves professionally and appropriately
- Taking responsibility for our own actions and behaviours and avoiding any conduct which would lead any reasonable person to question our motivation and intentions
- Self-refer where we have found ourselves in a situation which could have been misinterpreted, might appear compromising to others and/or on reflection believe we have behaved in such a way that we consider falls below the expected professional standards
- Involving pupils in decisions that affect them
- Encouraging positive, respectful, and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's safeguarding suite of policies and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, and information-sharing
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support or administering first aid
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with school and local authority procedures
- Not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessarily make a direct referral to police or local authority
- Adhere to the school's policies regarding the use of personal mobile and image sharing devices,

communication with families, use of social media and online networking

- Acknowledging our responsibility to inform the Executive Headteacher of any change of name or in our personal circumstances which may affect our ability to work with children as soon as reasonably practicable
- Acknowledging our responsibility to declare to the Executive Headteacher immediately anything that affects our qualification to work with children
- Working in an open and transparent way
- Discussing and/or taking advice from school management over any incident which may give rise to concern
- Immediately recording any incidents, concerns, actions, and decisions made
- Applying the same professional standards regardless of sex, race, disability, religion, or belief or sexual orientation, have equal rights to protection
- Being aware of the school's confidentiality procedures
- Being aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them

Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. We are aware that examples of poor practice may include:

- Failing to act on and refer early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns when situations do not improve
- Not sharing information with the right people within and between agencies
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

Health and Safety

The health and safety of our pupils and staff is of utmost importance. We carry out regular risk assessments in accordance with guidance, have robust health and safety procedures and policies, including emergency evacuation, invacuation and lock-down. The Health and Safety Policy is regularly reviewed and monitored by senior leaders.

Helping Children to Keep Themselves Safe

The Lilycroft and St Edmund's Nursery Schools' Federation do what we reasonably can to limit our pupil's exposure to risks online from the school's IT system.

We take a whole school approach including considering the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of cost vs risks.

We understand that we play an essential role in helping young children with the foundations of safe online behaviour, even if our children do not have access to technology within our settings, they may be using it at home. Children are naturally curious in understanding the world we live in, and we understand that it is our responsibility to enable them to do so safely.

The Lilycroft and St Edmund's Nursery Schools' Federation have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. We are aware young children may be at risk online to:

Content (what they might see)

- Exposure to inappropriate videos, pictures or messages which might upset, worry or frighten them or provide misinformation, disinformation and conspiracy theories
- Imitating harmful or inappropriate behaviour they see online
- Searching for inappropriate content on purpose or stumbling upon it by accident. This would include using voice activated tools to search for content
- Inadvertently giving apps or websites permission to share their location or other personal information

Contact (who might communicate with them)

- Being abused online (including sexually) by people they don't know, such as when gaming or using video chat
- Being abused online (including sexually) by people they know, such as friends and family members
- Sending images or information to people on the device's contact list

Conduct (how they might behave)

- Exhibiting unhealthy behaviours and boundaries around their use of screens
- Being unkind to each other online as well as offline; this could be using mean words or by excluding others from their games
- Using words or terminology which are not appropriate for their age
- As part of natural development, early years children may exhibit curiosity about their own and others' private body parts; if this occurs via technology children may be at risk of taking inappropriate or indecent images and videos of themselves

Commerce (what they may do)

- Spending real money via in-app or in-game purchases

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 Gemini.

Lilycroft and St Edmund's Nursery Schools' Federation 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.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education

We will use strategies to minimise risks which will include:

- Checking apps, websites and search results before using them with children
- Always supervise children when accessing the internet
- Ensure safety modes and filters are applied
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example ask permission before taking a child's picture even if parental consent has been given
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately

Human Rights Act

The [Human Rights Act 1998](#) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at [Human Rights | Equality and Human Rights Commission \(equalityhumanrights.com\)](#).

Information security and digital safety

We understand we are directly responsible for ensuring we have the appropriate level of security protection procedures in place to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We will follow the guidance on e-security from the [National Education Network](#) and consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#).

All staff receive online safety awareness from induction and advice regarding the use of social networking and electronic communication with families.

We will:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers, students and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including the use of mobile phones, cameras or any other electronic devices with imaging and sharing capabilities
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

We will not

- Take images of pupils for personal use
- Display or distribute images of pupils unless we have parental consent to do so
- Take images of children using mobile phones, cameras and other electronic devices with imaging and sharing capabilities including smart watches
- Take images of children in a state of undress or semi-undress
- Take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care
- Make audio recordings of a child's disclosure
- Take images of children which could be considered as indecent or sexual

Key Person

Our 'key person' system in school ensures that every child has a trusted person who knows them well, observes and listens to them. Children may use words or show us through actions or behaviours that something is wrong. A key person can be relied upon to help and support a child to feel safe and protected from harm. We are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and with support, children learn how to say no and how they can keep themselves safe.

Looked After and Previously Looked After Children

A child who has been in the care of their local authority for more than 24 hours is known as a 'Child Looked After' or may be referred to as a child in care. Children looked after are those living with foster parents, living

in a residential children's home, or living in residential settings like schools or secure units. The most common reason for children becoming looked after is as a result of abuse and/or neglect.

We have appointed a designated teacher for Children Looked After. The designated teacher has responsibilities under Section 20 of the Children and Young Persons Act 2008 for promoting educational achievement of children who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A child previously looked after (CPLA) potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep children previously looked after safe. When dealing with children looked after and children previously looked after, our schools understand that it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Medicines

We are committed to promoting the good health of all children, including their oral health, while in our care. We have clear procedures for managing illness and infection, which are shared with parents and carers, and we act quickly to prevent the spread of illness. If a child becomes unwell, parents are informed promptly.

Medicines are only given with written parental consent and must be prescribed for that child by a health professional, unless they are non-prescription medicines agreed in writing (i.e. Children's Paracetamol). All medicines are stored and administered safely, staff are trained where needed, and parents are informed the same day if medicine has been given.

Photography and Images

We understand that families like to take photos of, or video record their children as they take part in additional experiences/events such as school trips, Nursery at Night or Better Together Day. Whilst parents/carers are responsible for their children in school or out, it is their choice as to whether photographs and video can be taken. However, whilst children are in our care, it is not permitted for anyone but school staff on a school device to take any photos or videos. This includes the child's parents/carers or family members.

We will not allow images of children to be used on school websites, publicity, or press releases, without express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name. Permission from parents/carers will be sought via the admission form when children start nursery. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) 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.

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

We understand where the arrangements come to our attention (and the school is not involved in the arrangements), we should notify the local authority to allow the local authority to check whether the arrangement is suitable and safe for the child. Whether we are involved, even if not directly, in arranging for a child to be fostered privately we will notify local authorities of the arrangement as soon as possible after the arrangement has been made.

Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

Comprehensive guidance on private fostering can be found here: [Private fostering: local authorities.](#)

Pupil Information

The Lilycroft and St Edmund's Nursery Schools' Federation will endeavour to keep information up to date and accurate to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- More than two emergency contact details for each child, where possible
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which 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 on the Child Protection Register or subject to a care plan
- Name and contact details of G.P.
- Any other factors which may negatively impact the safety and welfare of the child

We will securely and confidentially store and agree access to this information in line with the [Data Protection Act 2018](#).

Pupils who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

We are aware that local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

We acknowledge that, in September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on [Promoting the education of children with a social worker and children in kinship care arrangements](#) contains further information on the roles and responsibilities of Virtual School Heads.

Retention of documents

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. Therefore, we will not retain copies of DBS certificates.

Risk Assessment

We take all reasonable steps to ensure that staff and children are not exposed to risks and can demonstrate how risks are managed. Where appropriate, written risk assessments are carried out to guide staff practice and to evidence our approach if requested by parents, carers, or inspectors. Risk assessments identify what needs to be checked, how often, by whom, and the actions taken to remove or reduce risks.

Safer Eating

We understand that mealtimes and snack times for children can be a high-risk environment for choking incidents and allergic reactions. Knowing how to prepare food appropriately for each child, and how to

supervise children whilst they are eating are all important safety issues. Therefore, whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.

Before a child is admitted to the setting we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. We will ensure there are ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances.

This information will be shared with all staff involved in the preparing and handling of food. At each mealtime and snack time it will be made clear who is responsible for checking that the food being provided meets all the requirements for each child.

Children will always be within sight and hearing of a member of staff whilst eating. Where possible, staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

When a child experiences a choking incident that requires intervention, we will record details of where and how the child choked and parents and/or carers made aware. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking.

Safer Recruitment

The Lilycroft and St Edmund's Nursery Schools' Federation endeavors to ensure that we do our utmost to employ 'safe' staff by following Part 3 of Keeping Children Safe in Education, the local safeguarding partner arrangements and Early Years Statutory Framework. We will ensure we adopt robust recruitment procedures that deter, reject and identify people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in school.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children:

- Advertising: includes clear commitment to safeguarding and promoting the welfare of children.
- Shortlisting: involves at least 2 people, online searches, and criminal record self-declarations.
- Obtain references, one of which will be from the current or former employer, and confirm the employer are satisfied with the applicant's suitability, before interview where possible
- Selection: includes a range of techniques to identify the most suitable person for the post.
- Pre-appointment vetting includes identity, qualification verification, right to work and criminal record checks: relevant to the post in accordance with Part 3, Keeping Children Safe in Education.
- Governors, volunteers and students are appropriately checked and supervised when in school if they have not been DBS Enhanced and barred list checked.
- Supply staff and 3rd parties: we obtain written assurance from organisations that the staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will

be obtained confirming their suitability to work with children.

- Maintain a single central record of recruitment checks undertaken

Employment Recruitment of Ex-offenders

In accordance with the [Disclosure and Barring Service Code of Practice](#), we make this statement available to all job applicants at the outset of the recruitment process.

As an organisation that uses the Disclosure and Barring Service (DBS), we comply fully with the DBS Code of Practice and undertake not to discriminate unfairly against any subject of a Disclosure based on conviction or other information revealed

- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020), which requires you to disclose convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020). A DBS check will therefore be carried out before the appointment is confirmed. This will include details of convictions and cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background
- We select all candidates for interview based on their skills, qualifications and experience
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview, and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to the withdrawal of an offer of employment
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment
- We ensure that people who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working within The Lilycroft and St Edmund's Nursery Schools' Federation. This will depend on the nature of the position and the circumstances and background of your offences.

Special Educational Needs

We have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). A named Special Educational Needs Co-ordinator (SENCO) is identified to lead this work, ensuring early identification and effective support for children and families. As a provider funded to deliver early education places, we have regard to the statutory [0–25 SEND Code of Practice](#) and work in partnership with parents, carers and external professionals to promote inclusion and meet individual needs.

Staff and Governor Training

All new members of staff (including volunteers and students) will receive an induction and safeguarding and child protection awareness training, including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff will be expected to attend safeguarding updates regularly, at least annually. This training will be in line with the Keeping Children Safe in Education and the Early Years Statutory Framework guidance and delivered either internally or by an externally approved training provider, to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, volunteers and students will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the 'A-Z Staff Handbook', details for the DSL and DDSs, the school's 'Regulation and Behaviour Policy and Guidelines' and at least Part 1 and Annex B of 'Keeping Children Safe in Education'.

The DSL and DDSs will receive appropriate training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

There will be a recruitment panel responsible for the safe recruitment of all those working directly with children. There will always be at least one member of each recruitment panel who will have attended safer recruitment training.

Our 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. Their training should be regularly updated.

To ensure compliance under [Section 5B of the 2003 Act](#). All staff in teaching work will undertake FGM training to make them aware of the indicators and their responsibilities around the mandatory reporting FGM.

To ensure compliance under [section 26 of the Counter-Terrorism and Security Act 2015](#) at least the DSL undertakes Prevent training in order to exercise their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

Designated teachers for Children Looked After will undergo training appropriate to their subject responsibilities.

Whilst considering the above training requirements, governing bodies should have regard to the Teachers’ Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Statutory Assessments (link to [appendix 3](#) - Actions where there are concerns about a child)

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care, police, or the NSPCC if:

- The situation is an emergency, and the DSL, their deputy, or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil’s safety
- For any other reason they make a judgement that direct referral is in the best interests of the child

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process – see [appendix 6](#).

Children in need (section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm (section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and exploitation.

Supervision of staff 'Pause and Reflect'

The Lilycroft and St Edmund's Nursery Schools' Federation is committed to supporting the wellbeing of staff and has clear arrangements in place for supervision. Supervision 'Pause and Reflect' provides support, coaching and training, promotes the interests of children, and fosters a culture of teamwork, mutual support and continuous improvement. It also gives staff the opportunity to discuss concerns about children's development, well-being or child protection, identify solutions to issues as they arise, and receive coaching to improve their effectiveness.

Support for those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating the DSL as a link person who will keep all parties informed and be the central point of contact
- Ensuring that where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- Cooperating fully with relevant statutory agencies.

Supporting the Child and Partnership with Parents

We recognise that the child's welfare is paramount. However, good child protection practice and outcomes relies on positive, open, and honest working partnerships with parents. 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.

We will provide a secure, caring, supportive and protective relationship for the child and they will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why. 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.

Supporting Pupils with Medical Conditions

We adhere to [Section 100 of the Children and Families' Act 2014](#) which places a duty to make arrangements to support pupils in school with medical conditions to have the same right of admission as other pupils and to ensure, in terms of both physical and mental health, they are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Toileting and Privacy

We acknowledge that children's safeguarding needs to be balanced with their privacy. When children are having their nappies changed, or are learning to use the toilet, a member of staff has to be present. However, consideration will be given to who else is present and what can be seen, in order to respect children's privacy wherever this is possible, without compromising on safeguarding.

Use of Reasonable Force

We are responsible for supporting and managing children's behaviour in an appropriate and positive way. Staff will not use or threaten corporal punishment. We take steps to ensure it is not used by anyone in contact with the children. Physical intervention is only used to prevent immediate danger or harm and, if it occurs, a record is kept, and parents or carers are informed the same day or as soon as possible.

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm away from a situation.

Key staff will follow departmental advice [Use of reasonable force in schools](#). The decision on whether to use 'reasonable force' to control or restrain a child should be down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, we will consider the risks carefully, fully recognising the additional vulnerability of these groups, duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and the Public Sector Equality Duty. We act proactively with behaviour support for more vulnerable children, agreeing plans with parents and carers to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Use of school premises for non-school activities

Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided under the direct supervision or management of school staff, the schools arrangements for child protection will apply. However, where services or activities are provided separately by another body, the schools will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. We will 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.

We will follow guidelines in [Keeping children safe in out-of-school settings](#)

Visitors

Visitors to the school, including contractors, are asked to sign in, made aware of our mobile phone policy, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Executive Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised whilst on site.

Visitors to school who are visiting in a professional capacity, such as educational psychologists and school improvement officers, will be asked to show photo ID and we will assure that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. We will not ask to see the certificate in these circumstances.)

Volunteers

We understand that some people, otherwise unsuitable for working with children, may use volunteering to gain access to children. For this reason, any volunteers in our schools, in whatever capacity, will be given the same recruitment consideration as paid staff, including a risk assessment, which will be recorded, as indicated in the latest version of Keeping Children Safe in Education.

Where a parent or other volunteer helps on a one-off basis, they will not be seen as working in regulated activity, and as such, will only work under the direct supervision of a member of staff, and at no time have unsupervised contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, we will undertake a written assessment and use our professional judgement and experience when deciding what checks, if any, are required.

Appendix 1 – Roles & Responsibilities

Roles & Responsibilities

Role of the Designated Safeguarding Lead

In accordance with Keeping Children Safe in Education, the governing body has appointed a senior leader as the Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection (including online safety) within school. In addition, we have Deputy Designated Safeguarding Leads (DDSL's), who have been trained to the same standard and as such safeguarding activities are delegated to them. However, the ultimate lead responsibility for child protection remains with the DSL.

Designated Safeguarding Lead main role:

The DSL is expected to:

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)
- Activities can be delegated to deputy designated safeguarding leads, but the ultimate lead responsibility remains with the designated safeguarding lead and must not be delegated
- Have the appropriate status and authority within the school to carry out the duties of the post
- Given additional time, funding, training, resources and support they need to carry out the role effectively
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Follow up with parents/carers if a child is absent for a prolonged period of time
- Take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- Be alert to any issues of concern in the child's life at home or elsewhere

Manage Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required, following NPCC - When to call the police: guidance for schools and colleges

Work with Others

- Act as a point of contact with the three safeguarding partners
- Act as a source of support, advice, and expertise to staff
- Liaise with the Executive Headteacher 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 as detailed in the Statutory guidance - PACE Code C 2019
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, and SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (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 Executive 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. This includes:
 - ensuring that the school 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:
 - support 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

Information sharing and managing the child protection file

- Ensure that child protection files are kept up to date, separately from the pupils main file and the information is kept confidential and stored securely
- The file is only accessible by those who need to see it and when the contents are shared this happens in line with information sharing advice

- Child protection records 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
 - where children leave the school (including in year transfers) the child protection file is transferred to the new school as soon as possible and within 5 days for in-year transfer or within the first 5 days of the start of a new term
- It will be transferred separately from the main pupil file via secure transit
- a confirmation of receipt obtained from the forwarding school
- receiving schools should ensure key staff such as designated safeguarding leads and SENCOs are aware as required
- We will consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school

Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will meet the criteria laid out in Annex C of [Early Years Statutory Foundation Framework](#), and be updated at least every two years. In addition, the designated safeguarding lead will undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children's social care to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff

- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), and those with relevant health conditions
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school may put in place to protect them

Raise Awareness

- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policies, especially new and part time staff
- Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff

Providing support to staff

Training will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This is included specifically to:

- Ensure that staff are supported during the referrals processes; and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understand the view of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads will be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the school and with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This includes where referrals were, or were not, made to another agency e.g. children's social or the Prevent programme

Availability

The designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst, generally speaking, the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone or other such media is acceptable.

We will agree and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy Designated Safeguarding Leads

All deputies are trained to the same standard as the designated safeguarding leads, this is explicit in their job description.

Governing body

Appoint a Governor Safeguarding Lead, to monitor the effectiveness of this policy and procedures. The details of the Governor Safeguarding Lead will be available publically. Governors will ensure that there are mechanisms in place to assist school staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that the school is working with local safeguarding partners and that the school contributes to multi-agency working, adhering to the latest version of Working Together to Safeguard Children. All those involved in governance will read the latest version of Keeping Children Safe in Education (KCSiE), in its entirety, and a record will be kept of this.

Governors will ensure we adhere to our responsibilities as set out in Part 2 of KCSiE and comply to the law at all times.

As part of these responsibilities the governors will;

- Have a senior board level lead to take leadership responsibility for safeguarding arrangements, ensure there is an explicit role-holder's job description which describes the broad area of responsibilities and activities related to the role
- Ensure all governors regularly receive appropriate safeguarding and child protection training (including online and understanding the filtering and monitoring systems and processes in place)
- **Be aware of their obligations under:**
 - Human Rights Act 1998
 - Equality Act 2010 (including the Public Sector Equality Duty)
 - Data protection and UKGDPR
 - Local authority safeguarding arrangements
- Understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. 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
 - if to gain consent would place a child at risk
 - not providing pupils' personal data where the serious harm test under the legislation is met
- Fears about sharing information will not be allowed to stand in the way of the need to promote welfare and protect the safety of children. Understand that information can be shared without consent if there is a good reason to
- Ensure their Safeguarding and Child Protection policy is effective and developed in accordance with locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. This policy is updated annually (as a minimum) and available via the school's website

- **Each school policy reflects their individual approach to:**
 - Child-on-child abuse
 - Reporting systems
 - Online safety
 - SEND
- Have an appropriate Staff Code of Conduct which is regularly reviewed and includes, amongst other things, low-level concerns, allegations against staff, whistleblowing, acceptable use of technologies (including use of mobile devices, image sharing devices and smart watches), staff/pupil relationships and communications including the use of social media
- Ensure staff have sufficient understanding and use of English to ensure the wellbeing of children in their care to meet the Early Years Statutory Framework requirements
- Have guidelines which address 'bullying' type behaviour between children and include measures to prevent such behaviours (including cyberbullying, prejudice-based and discriminatory bullying)
- Have appropriate safeguarding responses, including an Attendance Policy, which is understood by all staff, to children who go missing from education, particularly on repeated occasions and/or for prolonged periods, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risk of their going missing in future
- Have a safeguarding training strategy where all staff undergo safeguarding and child protection training which includes meets the requirements under KCSiE
- Recognises staff's expertise, experience and knowledge and encourages them to contribute to and shape safeguarding arrangements and safeguarding policies
- Adhere to statutory responsibilities by having a written safer recruitment procedure in place to prevent people who pose a risk of harm from working with children. Take proportionate decisions on whether to ask for any checks beyond what is required and ensuring all volunteers, undergo a risk assessment and if not fully checked, are appropriately supervised
- Appoints a designated teacher to work with local authorities to promote the educational achievement of registered pupils who are looked after. They are appropriately trained and have the relevant qualification and experience
- Maintains and regularly reviews their single central record for completeness and accuracy, which covers all staff (including supply staff) who work at the school
- Consider how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Ensure the chair of governors takes responsibility for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Headteacher.

The Executive Headteacher

Will be responsible for the implementation of this policy and will ensure:

- This policy is reviewed annually and ratified by the governing body
- All staff read at least Part one, and Annex B of the latest version of KCSiE, this policy, 'A-Z Staff Handbook', the school's 'Regulation and Behaviour Policy and Guidelines', 'What to do if you're worried a child is being abused' and the school's 'Whistleblowing Policy'. Also, that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities
- All staff read at least Part one, and Annex B of the latest version of KCSiE, this policy, the school's Code of Conduct, Behaviour and Online Safety Policy and What to do if you're worried a child is being abused and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities
- All child protection concerns and disclosures are taken as an utmost priority, actioned immediately, recorded, and followed up by the DSL
- There is sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- **All staff undergo an induction and are provided with the following, as a minimum:**
 - The Safeguarding and Child Protection Policy (including online safety)
 - The Regulation and Behaviour Policy and Guidance
 - The Staff Code of Conduct (A-Z Handbook)
 - The school's safeguarding response to children who go missing from education
 - Part one and Annex B of Keeping Children Safe in Education
 - What to do if you are worried a child is being abused
 - Safeguarding and Child Protection Training inc. online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
 - Other safeguarding policies/training relevant to their role
- All staff feel able to raise concerns about poor or unsafe practice in accordance with the whistleblowing procedures
- Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum as laid out in KCSiE
- Liaison with the Local Authority Designated Officer (LADO) where an allegation/concern is raised against a member of staff, supply teacher, contractor or organisation renting out school facilities/premises, before taking any action
- Relevant staffing ratios are met, where applicable
- each child in the Early Years Foundation Stage is assigned a key person

The Role of Staff:

Our school staff are particularly important as they are in a strong position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating. All staff understand that they have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in the child's life, from the foundation years through to teenage years.

We are committed to protecting and safeguarding the welfare of all children in our care and expect all staff to share in this commitment.

School staff will:

- Be aware of the systems within school which supports safeguarding
- Know who their DSL/DDSL/safeguarding team is in school and what their role in safeguarding is
- If they have a concern about a child's welfare or a child tells them they are being abused immediately follow the school's child protection procedures
- Read at least Part one, and Annex B of Keeping Children Safe in Education, what to do if you're worried a child is being abused, the school's Staff Code of Conduct (A-Z Handbook) and the school's safeguarding response to children who go missing from education, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL
- Understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- Be aware that children may not feel ready or know how to tell someone or that they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child
- Staff understand the importance of determining how best to build trusted relationships with children and parents which facilitate communication
- Follow the Teachers' Standards 2012, which 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
- Regularly attend appropriate safeguarding and child protection training/updates (including online safety and filtering and monitoring), as required, but at least annually
- Be aware of their local early help process and the process for making referrals to children's social care, the statutory assessment under the Children Act 1989, especially section 17 (children in need) section 47 (a child suffering, or likely to suffer, significant harm) and understand their role they might be expected to play in such assessments
- Understand what to do if a child tells them they are being abused, exploited, or neglected and maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care

- Never promise a child they will not tell anyone about a report of abuse
- Have a culture of zero-tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment and reassure victims that they are being taken seriously and that they will be supported and kept safe
- Provide professional challenge
- If in exceptional circumstances, the DSL/DDSL is not available, consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible
- Understand that they and the school play a crucial role in preventative education and that this is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment
- Never assume a colleague or another professional will act and share information that might be critical in keeping children safe
- Be aware of the signs of abuse and neglect and maintain an attitude of 'it could happen here'
- Follow the school's referral process if they have a concern
- Understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police, informing the DSL as soon as possible that a referral has been made
- Ensure that, if after a referral the child's situation does not appear to be improving, they will press for reconsideration to ensure their concerns have been addressed until the child's situation does improve
- know how to manage the requirement to maintain an appropriate level of confidentiality and follow the published information sharing guidance
- Record on the school's child protection reporting system all concerns, discussions and decisions made and the reason for the decision
- Use the DSL as a source of support and safeguarding knowledge
- Refer concerns about the behaviour of another staff member, supply teacher, contractor, or volunteer, immediately to the Executive Headteacher
- Refer their concern immediately to the chair of governors if the concern is about the Executive Headteacher

Appendix 2 – Categories of Abuse

Categories 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.

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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and their school's policy and procedures for dealing with it.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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 care givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further information and full details around Key Safeguarding Topics can be found in Annex B of Keeping Children Safe in Education

Preventing Radicalisation & Channel

Protecting children from the risk of radicalisation into terrorism is seen as part of our settings' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Extremism: is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Radicalisation: refers to the process of a person legitimising support for, or use of, terrorist violence.

Terrorism: The use or threat of serious violence against a person or serious damage to property where that action is:

- Designed to influence the government or an international governmental organisation or to intimidate

- the public or a section of the public; and
- For the purpose of advancing a political, religious, racial or ideological cause

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. However, we understand that we are in a unique position to be able to identify concerning behaviour changes that may indicate a child may be susceptible to radicalisation and that it can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

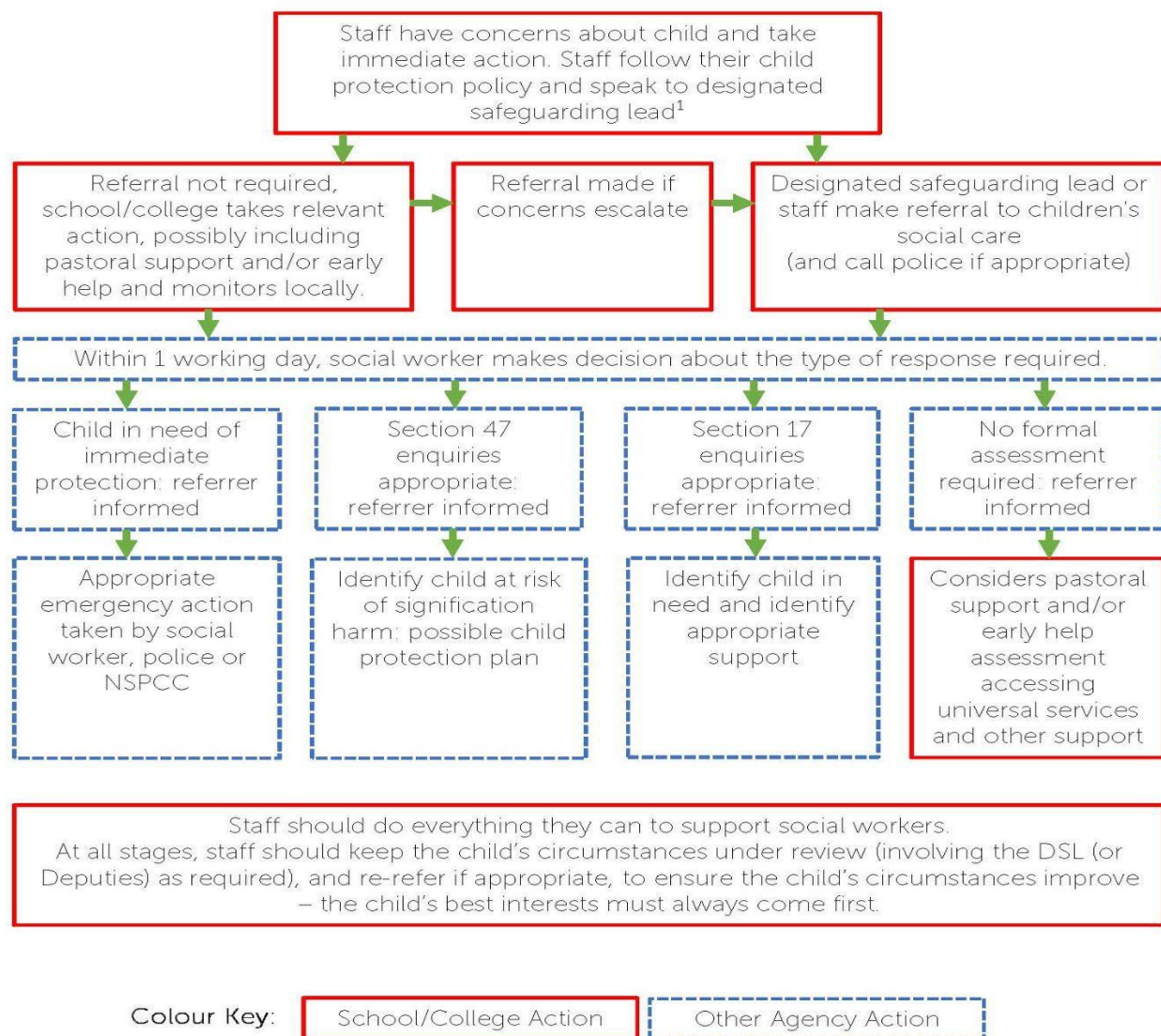
As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may need help or protection.

Staff will take into account the government's statutory guidance [Prevent duty guidance for England and Wales](#).

Further information and full details around Key Safeguarding Topics can be found in Annex B of Keeping Children Safe in Education

Appendix 3 – Actions where there are concerns about a child flowchart

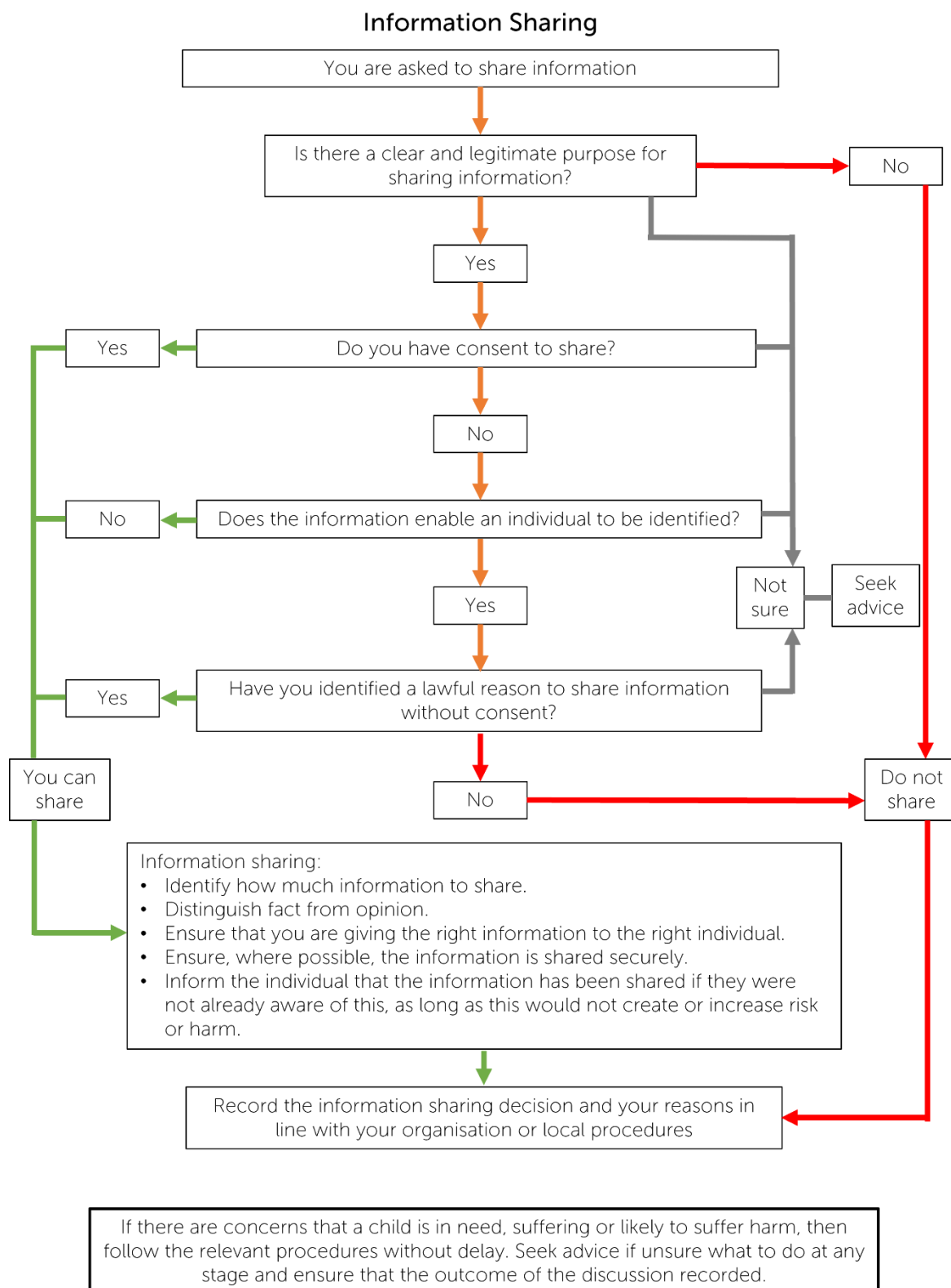
Actions where there are concerns about a child



Appendix 4 – Information Sharing

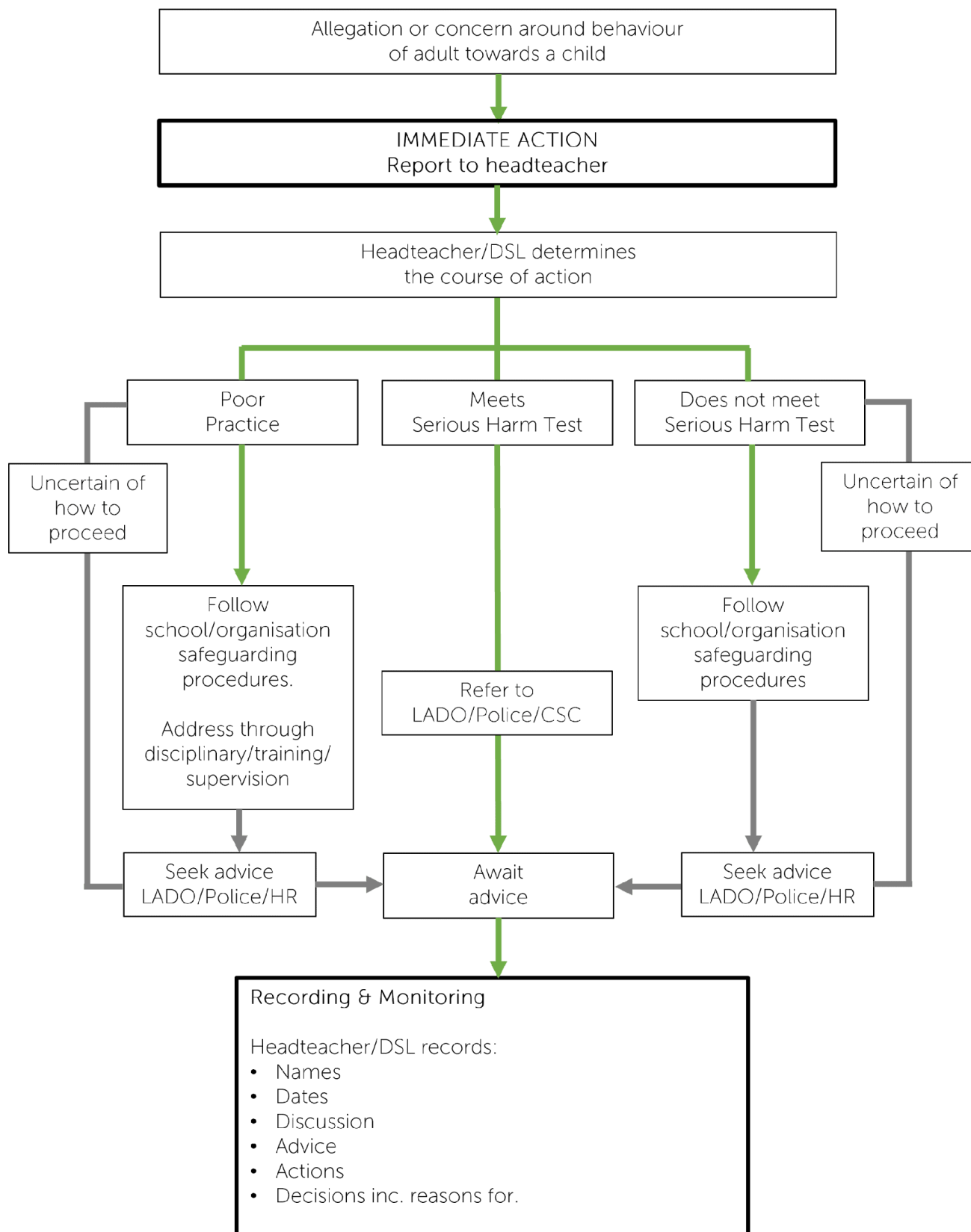
When and how to share information

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)



Appendix 5 – Responding to allegations or low-level concerns flowchart

Responding to allegations or lower-level concerns around behaviour of an adult towards a child



Appendix 6: Key Procedures

CP Safeguarding Concerns

Responding to concerns about a child

The Lilycroft and St Edmund's Nursery Schools' Federation DSL(s) are

Sian Hudson (lead),

Ermina Kesedzic, Adam Bagherian, Kimberley Middleton, Juraj Tancos, Maryum Nazir, Amanda Nicholson

Our safeguarding governor is **Frances-Elizabeth Evans**

CONCERN ABOUT A CHILD:

KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

If you have concern that a child is being harmed, you must not keep these concerns to yourself.

- Speak to Designated Safeguarding Lead (DSL) if urgent.
- Record in writing on a pink slip and hand to DSL
- DSL to discuss and advise appropriate course of action
- DSL to add to CPOMS

DSL(s) review concerns and decide next steps:

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consult the [Continuum of Need and Risk Identification](#) to help make decisions about what to do if you have concerns about a child

At any point, consider seeking advice:

- Bradford Children's Services Practitioners' Advice and Referral contact number 01274 433999
- Out of hours contact the Emergency Duty Team 01274 431010
- If you have reason to believe that a child is at IMMEDIATE RISK OF HARM call the police 999

Follow up:

- If the DSL does not inform you of the actions taken, ensure you follow up your concern with them
- If at any point, a member of staff and/or the DSL feels that a child continues to be at risk of harm then the concern must be escalated here
<https://www.saferbradford.co.uk/resources/childrens/resolving-multi-agency-professional-disagreements-and-escalation/>