

Jacksdale Primary & Nursery School



Child Protection Policy

September 2025/2026

INTRODUCTION

JACKSDALE PRIMARY & NURSERY SCHOOL

Policy statement and principles

At Jacksdale Primary & Nursery School, we are committed to ensuring that all stakeholders know and adhere to the policies, guidance and procedures as outlined in our school policies, in order to safeguard and promote children's welfare within a timely manner.

We believe in three key principles:

Kind Respectful Safe

These principles underpin all other behaviour and safeguarding expectations, and are embedded in the ethos of the school. They are designed to be memorable and simple, whilst keeping in line with the statutory guidelines of Keeping Children Safe in Education (September 2026).

Safeguarding children underpins everything we do at Jacksdale Primary & Nursery School and it is embedded in everything that we expect from staff, governors, children and families. We are committed to ensuring that our staff, children, governors and families develop awareness and knowledge of how to keep both children and themselves safe, wherever they are and whatever age they are. At Jacksdale Primary & Nursery School we strive to raise awareness of safeguarding and promoting the welfare of children with all stakeholders - children, families, staff, governors and visitors.

Child Protection Policy JPS 2025–2026

Date of last review: 01.09.2025

Date of next review: 01.09.2026

Role	Name	Contact Details
Headteacher/Principal	<i>Julie Brockerton</i>	<i>01773 783930</i>
Senior Leader(s) available for contact in the absence of the DSLs	<i>Maria Furse (SENCO)</i>	<i>01773 783930</i> <i>01773 783930</i>
Designated Governor for Child Protection/ Safeguarding	<i>Betty Dixon MBE</i> <i>Cheryl Richardson</i>	<i>01773 783930</i> <i>01773 783930</i>
Senior Designated Safeguarding Lead	<i>Julie Brockerton</i>	01773 783930
Deputy Safeguarding Lead	<i>Leon Barber</i>	01773 783930
<i>Names of additional Safeguarding Officers</i>	<i>Emma Blacknell</i>	01773 783930
LA Safeguarding Children in Education Officer	Zain Iqbal	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

School

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children 2025 (updated December 2023) are incorporated into this policy.

Child Protection and Safeguarding Statement

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

The procedures contained in this policy apply to all staff, supply staff, volunteers, and *governors* and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

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

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

Safeguarding children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the 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.

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

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can *learn*.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, taking into account the local context.
- **Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2025 Annex A.**

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).

- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- **Child-on-Child Abuse (broadened by KCSiE 2025 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2025 Part Five).**
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- **Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2025).**
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

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

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

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

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

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

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2025 Paragraph 138).

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

Our Governing body will ensure they maintain oversight of the 'Acceptable Use Of ICT in Schools Policy' and the 'Online E-Safety Policy' referred to within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. Both of these policies can be located on the school website: The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 145 to 146.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually: overseen, implemented and reviewed by ARK ICT (use of 'Smartpac Filtering')
- block harmful and inappropriate content without unreasonably impacting teaching and learning: staff, pupils and visitors have identified levels of access as agreed with the SLT and ARK ICT. Staff members are able to request access to specific websites if they have been blocked through the filtering service – this may be agreed once safeguarding checks have been carried out by the ARK ICT support manager.
- have effective monitoring strategies in place that meet the school safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the [Department for Education filtering and monitoring standards](#).

School staff will undertake annual safeguarding training and regular updates, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The E-safety policy and Acceptable use of ICT in Schools policies reflect appropriate filtering and monitoring on school devices and the school network, considering the 4 C's, as outlined in paragraph 137 of KCSiE 2025:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If it is suggested that pupils, students or staff are at risk, report it to the Anti-Phishing Working Group (<https://apwg.org/>).

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

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

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

We make clear in all our policies that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

Should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

As a school we have reviewed the previous 'Peer-on-Peer Abuse' policy and procedures and this has been removed and replaced with the updated Child-on-Child Abuse policy and procedures, in line with KCSiE 2025.

Identifying Concerns

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

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

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

others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

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

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

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

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

Behaviours which indicate that other adults or children, either within or outside the immediate family (including individuals classified as friends, neighbours or relatives, may also present a safeguarding risk of harm to the child should be taken into account, alongside the context surrounding any disclosure. Staff at Jacksdale Primary & Nursery School will endeavour to build strong, trusted relationships with the children and families in our care so that any unusual or sudden change in appearance, presentation, behaviour or general demeanour is identified and addressed. Changes within the home where the child lives should also be addressed and recorded. Our office staff will ensure that contact records are updated at the start of the Autumn term, and query any missing information, alongside identifying parental responsibility for each child.

Should a parent alert the school to any possible known safeguarding threats, these will be recorded on the school management system (CPOMS) and relevant staff will be directed to familiarise themselves with the information, via electronic message (TEAMS).

All staff will record concerns, regardless of whether they initially appear to be 'minor' and pass these reports directly to the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead with immediate effect.

The designated Leads will record any actions undertaken and seek further guidance from the Early Help Unit, or MASH if clarity and support, or reporting directly is required.

Due to the additional requirements placed on school which places greater responsibilities to ensure wherever possible, that children can access and use different media platforms safely, school has created a specific safeguarding link on the school website for parents and children to refer to and staff will continue to include weekly aspects of e-safety reminders and guidance during the teaching of computing skills. This is particularly necessary due to the use of blended learning which will support children's academic learning during periods of absence related to covid or for homework support, when accessing different platforms.

As a school, all members of Jacksdale Primary & Nursery School acknowledge the fact that children are more likely to be susceptible to on-line abuse, which may be a greater issue when not attending school and are engaging in online learning remotely, at times, having limited supervision from parents, depending on individual family circumstances. As well as guidance during lessons in school, in assemblies and the inclusion of themed weeks around bullying and e-safety, we have previously circulated guidance to parents and children to remain free from risk, exploitation and grooming. This information will be shared with all stakeholders throughout 2025–2026. Information shared by the Tackling Emerging Threats to Children (TETC) / Education Safeguarding Health and Wellbeing (ESHAW) Hub Newsletter (department of Nottinghamshire County Council) will also be shared with our families. This may be shared with parents via direct email communications or monthly newsletters.

School policies & procedures in place to address safeguarding issues and address the safeguarding regulations as set out in Keeping Children Safe in Education, September 2025:

- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Principles Written Statement
- Behaviour Policy
- Equality & Equal Opportunities Policy
- Central Record of Recruitment and Vetting Checks
- Complaints' Policy
- Cyber –bullying (contained within the Anti-Bullying policy)
- E Safety Policy
- LAC Policy
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Health and Safety Disability Equality Action Plan
- Parental Code of Conduct
- Governor Code of Conduct

- Child-On-Child Abuse Policy, referencing Sexual violence and sexual harassment and sexual violence between children in schools and colleges (KCSIE 2025)
- Physical intervention/positive handling
- Register of Pupil Attendance
- Relationships and Sex Education
- Special Educational Needs Policy
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Whistle Blowing Policy

Jill March is the named Mental Health Lead for our school and has directed training for staff on an annual basis. This is tightly linked to the Healthy Bodies, Healthy Minds aspect of our curriculum and training, which is delivered to staff by Leon Barber, our PE leader, with a view of how physical exercise can support mental health.

Through our safeguarding training – at INSET days, staff meetings / briefings / online CPD and face-to-face training, review of key documents (KCSIE 2025, Whole School Child Protection Policy, WTTSC), Positive Play, ELSA, SEND CPD: staff know how to identify any concerns around both children's and adult's mental health. Based on staff knowing children and developing positive relationships, they are best placed to see if there is a change in a child's behaviour, body language, interactions or mindset – all of which may be classified as indicators in relation to mental health.

These are recorded within our whole school safeguarding system on concern forms which are given directly to either of the DSL's. The Senco also liaises with the DSL's in order to direct support for parents, children and staff.

For pupil's whom we have immediate concerns, we work closely with other agencies and families (where appropriate) to ensure that the correct support is available and in place as soon as agencies are able to offer their services. The staff in school are well trained, with some specialist trained members of staff who are able to offer support through ELSA, Positive Play, Play Therapy, Art, Anger / Anxiety Gremlins. Children work alongside known, trusted adults and are given time to talk - either on a daily, weekly or ad hoc basis, dependent on the needs of the child, in order to establish any factors which may have given rise to concerns around their mental health. Support is also available for parents / carers and children on the website with links to specialist services, as well as the Nottinghamshire Local Offer / Notts Help Yourself Online Portal. The DSL's and all staff are able to liaise with Nottinghamshire's Early Help Unit and have been trained in how to complete an EHAF if a formal report with all viewpoints are recorded and additional support is required. All staff have access to the Early Help Unit, MASH and LADO telephone contact numbers – these have been allocated to staff for placement on their lanyards in September 2025, to ensure that every member of our school staff are able to make direct contact with relevant agencies in any situation if they are unable to make contact with the Designated Safeguarding Leads, or should they have concerns that a concern has not been addressed.

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

Jacksdale Primary & Nursery School is committed to putting children at the centre of our safeguarding arrangements and have a range of methodologies in place to ensure that we listen to and hear the children's voice:

- Safeguarding assemblies
- Specifically taught PSHE lessons
- Pupil voice questionnaires in relation to behaviour / bullying / keeping safe / feeling safe / who to go to (online generated reports enable effective monitoring)
- Pupil voice – individual, group & whole class
- Daily checks with children, particularly vulnerable children
- Staff information sharing – identifying triggers & behaviours / emotions which may suggest further opportunities are required to hear a child's voice
- Targeted social / anxiety / friendship groups

- DART (previously known as DARE)
- e-learning incorporated through every IT lesson
- displays
- peer mentors
- Positive Play sessions
- ELSA support
- Referral to SBAP (School's Behaviour Attendance Partnership)
- Referral to SBAP Counselling
- Newsletters
- Communication with parents / carers (2 way communication) and general safeguarding alerts are shared via text messages / website / emails / school Facebook posts
- Home visits if no notification of absence is made by parents to school

In line with our RSHE curriculum and given the staff training led by Jill March, and underpinned by the whole school ethos around Growth Mindset, children's mental health is at the forefront of our safeguarding knowledge. We acknowledge that every individual has mental health and this can be altered in both positive and negative ways. All staff recognise that children's mental health can be an indicator of abuse and are able to raise concerns which may require further investigation. As a school, we talk openly about mental health and well-being and this includes communication with parents – via the school newsletter and through the new addition of a mental health / wellbeing section on our school website. This enable support for both parents and children, as well as staff. We acknowledge that we are not mental health specialist and therefore, must refrain from diagnosing any mental health illness, but are in a position to sign post children / families to specialist services when required. As a school, we are able to access SBAP counselling, the Education Psychiatrists, liaise with health, including paediatricians and access CAMHs to place referrals, as well as working alongside the Healthy Families Team for our district. Staff may access observations from specialist teams to gather key information and observations about a child in our setting to enable further support for children.

The Designated Safeguarding Leads are able to access and distribute guidance on a range of support, such as bereavement, self-harm and concerning behaviours to ensure that staff have up to date information in order to best support children within the school setting. This information can also be shared with parents / carers.

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

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

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

At Jacksdale Primary & Nursery School, we will always work with other agencies to support vulnerable children. This includes liaising with social care (Early Help Unit, MASH Consultation Line, Virtual School, Social Workers and MASH) initially, then liaising with social workers directly to ensure appropriate and accurate assessments and provision is in place as directed by social care. This may take the form of completing assessment forms, talking to social workers directly when required – either at the direction of the school or the social worker allocated to the case, ensuring that updated information is shared directly with the appropriate social worker, attending meetings, such as Initial Child Protection Conferences, Core Meetings or

Professional's meetings, enabling contact between children and social workers within the school day. DSL's will always attend meetings where required whether in a face to face setting or virtually. Where possible, school will try to ensure that space is available for meetings or for visiting professionals from external agencies. The Designated Safeguarding Lead will attend Safeguarding forums at least termly, when places are offered and available, ensure that all guidance is read and implemented and maintain rigour in staff and DSL training. At Jacksdale Primary & Nursery School, we endeavour to build strong relationships with our families, including parents / carers and extended family members and communicate well with them in relation to any concerns or support which school and social care are involved with. This is all documented on the schools' system – CPOMS.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil. Full risk assessments and reviews are undertaken by the Head Teacher (Julie Brockerton). Currently (as of July 2025), the only partnership alternative provision provider linked with Jacksdale Primary & Nursery School is Phoenix Rise.

Children who attend alternative education often have complex needs, it is important governing bodies and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

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

Staff, supply staff, students and volunteers are all subject to an initial induction meeting with the Head Teacher, whereupon the following safeguarding policies are shared and explored:

- Whole school child protection policy
- KCSIE September 2025– Part 1 & Annex A
- Visitors policy
- Key safeguarding information is printed on lanyards which all visitors must read prior to entry
- Staff Code of Conduct – with particular reference to representing themselves as a member of education which is reflected both inside and outside school, with additional references to mindfulness whilst using social media platforms as this may construe direct opinions which could negatively reflect on their status within school.
- Procedures for reporting safeguarding concerns
- Behaviour policy
- Anti-bullying policy
- Allegations about staff posing risks to children (LADO referral & details of how to report concerns)
- Whistleblowing & confidentiality policy
- School IT policy
- Disciplinary Procedure (staff)
- Fire / lockdown procedures – emergency policy
- Prevent (Channel awareness)
- DBS verification
- Disqualification under the Childcare Act 2009

Staff and volunteers are required to sign to say that they have read, reviewed and understood the above information. Any updates are shared with staff during the course of the year in staff meetings / briefings as

they arise. During our annual INSET day in September, staff must complete a quiz in relation to safeguarding documents and procedures which are deployed within Jacksdale Primary & Nursery School. Staff, including volunteers, external providers such as Sports Leaders, and supply teachers are made aware that if they have a safeguarding concern about any member of staff, then they should inform the Head Teacher, Julie Brockerton – or Deputy Head Teacher, Leon Barber, with immediate effect. If the concern is around the Head Teacher, then they are informed that they should contact the school office and request that the Chair of Governors, Mrs Betty Dixon MBE – (Jack Wakeling from Autumn 2025), is notified that she is required to contact the staff member. All new staff and volunteers are informed of this as part of the induction process. As with any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO.

Julie Brockerton (the senior designated safeguarding lead) who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Any concerns which are brought to the head teacher or DSL's by parents, children, visitors, volunteers or external providers are recorded on CPOMS and include as much known information as possible. Employed staff members all have individual logins to directly record concerns on CPOMS and the DSL's are automatically notified by the CPOMS system. Any pupil who is identified as LAC with a recorded concern also has a notification to inform the Designated LAC teacher. Any general notes are uploaded to the CPOMS library as original evidence.

The DSL or Deputy DSL shall share concerns brought to them in line with the Pathway to Provision with the following:

CME team – Glenn Scruby / admissions
MASH / MASH Consultation Line
Early Help Unit
School Nurses (Ashfield Healthy Families Team)
Ashfield Duty Team
Derbyshire Single Point Access
LADO
SBAP
Positive Play trained staff
Virtual Schools
Social Workers directly
Education Safeguarding Health and Wellbeing (ESHAW) Hub
Siblings school

All concerns and communications are logged on CPOMS.

In line with KCSIE 2025, all staff known and are aware that children must feel safe and reassured to enable them to thrive and engage, having maximum benefit from their education experiences. Direct support will be put into place in the form of time with a trusted adult, ELSA support worker or Positive Play leader to enable children to engage within the classroom.

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

KCSiE 2025 has broadened the requirements placed on schools/colleges to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

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

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

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

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

Clare Latham, the Designated Teacher, has experience of engaging with both Nottinghamshire and Derbyshire Virtual Schools to enable a wider view of identified pupils progress, attainment, attitudes and attendance, alongside the holistic view of the child and family. A such, termly PEP and LAC reviews are attended, with key information shared with members of SLT, DSL's and where appropriate, the class teacher or support staff who supports the identified pupil.

There are eight main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of our learning environment.
- Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment and maintain the required filtering and monitoring arrangements for online safety and harms.

We recognise that because of the day-to-day contact our staff have with children they and we are well placed to observe the outward signs of abuse and report concerns in a timely manner to seek help or interventions and support the child/ children.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- We will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Work in partnership with safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm' and create a culture where children and young people can share concerns and seek support in a safe place and where children and young people can form safe and trusted relationships. Where children and young people can feel assured, they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships, which can advocate trauma informed and trauma aware responses,
- We will help create and maintain safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of our *school* environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
- Identify pupils who may need additional support in relation to supporting their mental health and enabling timely intervention in the form of ELSA support or Positive Play. When required, reference is

made to the mental health online support 'Notts Help Yourself', the mental health team within the NHS school's team and the NCC ed Psych guidance related to self-harm.

- Staff are able to build strong relationships with pupils and have open dialogue with staff members who have previously build relationships in order to identify any obvious or subtle changes in pupils which may need to be discussed with DSL's to inform any safeguarding procedures which may be required.
- Identify a named, trusted adult to ensure that pupils who may be LGBT are supported: KCSiE acknowledged that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. (*KCSiE 24 Paragraphs 205 to 209 informs statutory guidance for 'Children who are lesbian, gay, bisexual, or gender questioning is under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published*).
- Operate the NCC and NCSP School Safe Alert Protocol so that any community safety incidents which may raise concerns amongst children and parents are reported and alerted. Families and children will be informed once the school safe alert protocols have been followed and on the advice of the police, so as not to cause any further distress until incidents have been confirmed using official channels. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. (KCSiE 2025 Annex B (page 149)).
- Engage in conversations with parents around child safety when walking to / from school on their own or whilst out independently – giving practical advice on how to keep safe. Assemblies will be held to ensure that pupils know how to keep themselves safe also.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2025 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2025 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; *CPOMS online management system*.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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

Our *school* will endeavour to support the pupil through:

- Developing the content of the curriculum to identify and address that everyone is different but that everyone has the right to be safe in all circumstances – family, friendships, in school, at home, out in the wider world. Staff are trained in the use of positive behaviour support and targeted behaviour management, as well as specific programmes which are in use to address specific cases i.e. Positive Play, ELSA support, SBAP counselling, anxiety and social support groups. Additional adult support is managed for pupils who require additional adult support through the family SENDCO and school
- Maintaining an ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school*.
- We will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our *school* they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Jacksdale Primary & Nursery School will address concerns using the known information from the child, family and outside agencies to ensure that appropriate provision is in place to support the child. These include, but are not limited to:
 - ~ 1:1 sessions
 - ~ Small group session
 - ~ Restorative approach
 - ~ Focused support, such as anxiety / anger management groups
 - ~ ELSA

- ~ Positive Play
- ~ Art Therapy
- ~ Daily Touchbase with a trusted adult
- ~ Sensory Room
- ~ Sanctions as outlined within the behaviour policy (reviewed August 2023), which may include the following:
 - ~ Periods of isolation with a trusted member of staff within school
 - ~ Periods of isolation at Brinsley Primary School, with a known, trusted member of staff
 - ~ Periods of suspension
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported the school SENDCO, Louisa Burt, in line with Nottinghamshire County Council SEND policies and the family SENDCO.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school peer on peer/ sexual violence and sexual harassment between children in school and college policy.
- Staff can seek additional guidance from the Designated Safeguarding Leads, who may consult with the TETC (Tackling Emerging Threats to Children) team at Nottinghamshire County Council. Half termly newsletters are sent out by this team with specific guidance and links for referral for DSL's and staff.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2025 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the *governing body* will be appropriately trained in safer working practices and access the safer recruitment training advised by *NCC HR Service*. (*NCC direct schools to the NSPCC Safe Recruitment online course*).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to conduct the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Our school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2025 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2025 in line with KCSiE Part Four Section two. All staff and governors have been provided with a paper copy of this on the INSET day (02.09.2025) for quick reference and may also access a copy of this through the online TEAMs policy channel or directly from the Head Teacher.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the Head Teacher or Office Manager before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it

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

- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and *NCC HR* where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- *Accessibility Plan.*
- *Anti-bullying Plan LA template policy in the process of being revised as of 01.09.2025).*
- *Attendance Policy.*
- *Behaviour Principles Written Statement.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying and Harmful online challenges.*
- *E-Safety Online Safety Policy.*
- *Cyber Security Policy and arrangements*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan.*
- *Child on Child Abuse revised 2025–2026*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance (cross authority and in the process of being revised as of 01.09.2025).*
- *Relationships, Sex and Health Education*
- *Mental and physical health (KCSiE Part One, Part Two and Annex A and Annex B).*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*
- *Visitors and VIP Guidance 2025–2026.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2025 paragraph 47 and 74; when to call the police guidance from the NSPCC)*
- *NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line*
- *NCC & NSCP Neglect Toolkit (available from the NSCP website).*

At Jacksdale Primary & Nursery School, we know that sexual violence and sexual harassment can occur between two children of **any age and sex**, and that it can happen here. We will address any inappropriate behaviours which may be an indicator of sexual violence or harassment, ensuring that a robust investigation

takes place for all those involved and that information and facts are communicated clearly to parents. Guidance will be sought from the Early Help Unit to ensure that appropriate and adequate support is in place for those involved. This may in the form of direct 1:1 support, reference to the NSPCC PANTs learning on a 1:1, group or whole class basis. Reassurance will be given to individuals and sensitivity will be given when pupils are working alongside adults or talking to them about any concerns or incidents. All conversations will be recorded immediately following any disclosures or follow up conversations held and these will be shared with the DSL straight away. Dependent on the incident disclosed, a risk assessment may be required which would be undertaken by the DSL. Full consideration will be given to the age of the child/ren, nature of the disclosure and additional contexts, such as prior known information around individual children.

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

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. Our staff will always consider what is in the best interests of children.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns from escalating. We recognise early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life. We may decide that the children do not require referral to statutory services but may benefit from early help.

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

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

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and

alcohol misuse, adult mental health issues and domestic abuse.

- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.

(Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

All our staff are aware of the early help process and understand their role in this.

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

Staff will continue to endeavour to develop positive, trusting relationships with children so that they are able to identify if a child is not presenting as they usually would – wither physically, mentally or through communication with other adults / children. Staff will engage with parents and family members to develop relationships and discuss any concerns where appropriate. Staff will review any low level concerns around behaviour or engagement with the behaviour leader, sendco or DSL's and where appropriate engage with other staff members who may have historical knowledge of a child and their circumstances / demeanour. All mannerisms when interacting with children will be based on respect.

All staff within our *school* are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All staff contribute to providing a safe environment in which children can learn by.....

- Identifying any anomaly or concern in children's behaviour / presentation / attendance / emotional presentation / interactions with other children, staff or family members at school
- Listening and responding to pupils concerns / disclosures with empathy
- Recording any concerns and sharing these with the DSL's with immediate effect
- Initiating any interventions as directed or decided to benefit the pupil
- Maintaining a positive relationship and environment with a view to addressing concerns pupils may have
- Ensuring that children know that there are adults in school who they can talk to if they have worries or concerns
- Providing a positive, open environment where pupils feel valued and able to speak their voice without fear of judgement
- Directly teaching sessions to support and promote emotional development and raise pupil's awareness of safeguarding – to benefit both themselves and others around them
- Planning opportunities within the age-appropriate curriculum for children to develop the skills they need to assess and manage risk appropriately in order to keep themselves safe from harm
- Attending relevant training and complete online training in order to heighten knowledge of the different areas related to safeguarding
- Knowing how to refer directly to social care in the unlikely event that the DSL's are not available on site
- Liaising with other agencies that support pupils and families
- Reading and understand the relevant policies within school which relate to Child Protection, Whistleblowing, Staff Code Conduct, children missing education
- Treating information with confidentiality – not discussing other children with parents unless they hold PR or unless school staff have express permission from parents / carers who hold PR, to do so.
- Supporting pupils in line with Child Protection plans

All our staff are aware of the early help process and understand their role in this.

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

Parents are updated in relation to safeguarding through monthly newsletters which highlight different 'hot topics' relevant to our school, community & children; invitations to parent workshops (O2 / NSPCC); information held on our website; shared information through social media, Marvellous Me, text messages. Parents are encouraged to talk to us if they have any concerns in relation to children – either their own or those in our local community where they believe there may be a risk of harm to the child.

We understand the importance of providing space and time for children to meet with workers from external agencies, during the school day so that children may feel supported, safe and able to voice their own viewpoints. The DSL's at Jacksdale Primary & Nursery School work in partnership with members of social care, virtual school and legal teams, as well as other directed agency workers, in order to share information so that the child is fully supported with a view to achieving a positive outcome for them. All actions and information sharing is in the best interest of the child so that they are kept safe and the child's individual needs are met.

If parents or families feel unable to talk to us directly for any reason, then information directing them to other sources of support are signposted on our school website, through posters displayed in the external noticeboards and with leaflets available in the reception entrance.

Through regular updates and consultation, as well as ensuring that relevant staff are aware of pupils on CIN / CPP / LAC plans are involved, we are able to identify any changes in circumstances and react / support in an appropriate manner – this may be through escalating concerns or putting into place interventions within school to support the child.

Staff at Jacksdale Primary & Nursery School also have a well-developed and informed understanding of how childhood experiences of trauma and adversity may have an effect on how a child presents within school or outside the school and that this can evolve through behaviour and relationships / interactions with others. It may also be apparent through attendance, attention span, adverse effects on mental health and processing as well as having an impact upon their cognitive and academic learning. The response from staff is developed through our training and implementation of the behaviour policy and through the school ethos of ensuring that every individual feels valued at all times. This is further supported through our core values of safe, respect and kind.

Safeguarding Training

All our staff are aware of systems and resources available within Jacksdale Primary & Nursery School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe.

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

An annual update and shared with staff during September Admin day, whereupon a review of procedures and responsibilities for everyone's role in safeguarding is discussed. This incorporates key facts such as adequate note-taking, submission of concerns, logging of concerns and have to refer to early help or social care should the need arise. All staff are provided with the Early Help, MASH, MASH referral line and LADO contact telephone numbers which are attached to their staff ID lanyards. Separate staff training sessions are run by the Head Teacher for the different staff groups i.e. teachers / TA's / Office staff who are on site and class

based or have regular, prolonged contact with parents / families / children, and a separate training session for Midday Supervisor staff.

Throughout the year, staff are directed to undertake e-learning modules identified by the Head Teacher in order to keep abreast of local and national responses or directives in safeguarding.

All our staff are aware of the process for making referrals to children's social care and understand the role they may have in these assessments and working in partnership with safeguarding agencies.

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

Staff are required to complete the initial report to social care which is then reviewed by Julie Brockerton or Leon Barber prior to the information being shared. This ensures that staff have the full capacity and direction to cover all aspects of information sharing in relation to a child.

Staff responsibilities

All staff have a key role to play in identifying concerns, recognising children's vulnerability to harm and risk of abuse and provide support and early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL, as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- **Have read, understood and have full access to the Child Protection Policy JPS 2025–2026**
-

Jacksdale Primary & Nursery School works in partnership with:

- NSPCC and O2 – raising awareness with children, staff and parents (providing parent workshops in relation to online safeguarding).

- NCC TETC supports our school in providing clarification and guidance
- local PCSO's
- SBAP
- Nottinghamshire County Council MASH team & associated agencies
- Nottinghamshire County Council Early Help Unit & associated agencies
- Racial equality department of NCC (TETC)
- Healthy Families Team (predominantly Ashfield)
- Derbyshire Starting Point

Senior Leadership/Management Team responsibilities:

- **Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2025) guidance.**
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- **Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2025 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.**
- Being knowledgeable about accessing Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

In Jacksdale Primary & Nursery School, we will share all key information with relevant agencies (Healthy Family Teams, Police, Social Workers, MASH and Early Help Unit to ensure that full and factual information is presented and shared with key agencies and workers. We shall ensure that we have the updated contact details and if we are unable to contact a social worker directly, then will refer through to the duty desk to ensure that information is shared and acknowledge with immediate effect. As a school, we know that we are the professionals who see the children / families every day and as such it is our responsibility to maintain good levels of communication with members of other agencies, particularly when it is in relation to our vulnerable pupils and families.

Teachers (including NQTs) and Headteachers – Professional Duty

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

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

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead (*Julie Brockerton*) who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role.

The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

We also have 2 Deputy Safeguarding Leads (Emma Blacknell and Leon Barber), who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

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

Julie Brockerton and Leon Barber have dedicated leadership time on a weekly basis and this enables regular communication so that each are fully informed and able to respond to the needs of the children subject to safeguarding concerns. Julie Brockerton and Emma Blacknell have daily communication in relation to maintaining a breadth of knowledge about identified pupils who are subject to monitoring through CPOMS (low level concerns, attendance, CIN / CPP / LAC plans). Alerts are also shared on CPOMS to enable a full view of current and building concerns shared by staff. If required, discussions can take place on a daily basis to verify the sharing of information or decision making process.

Updated information and strategies / management of referrals to specific agencies are kept in the safeguarding cupboard (locked) in the Head Teacher's office for quick referral by either DSL. Key contact information is available within the Head Teacher's office if further guidance from a safeguarding specialist is required.

In Jacksdale Primary & Nursery School, children who are identified as vulnerable will be known to key staff (teaching base & SL's, possibly LAC teacher) who are responsible for maintain a trusted relationship with the identified children. Teachers will raise any concerns, no matter how low level directly with the DSL should they arise. Dependent on the nature of the vulnerability, additional support such as ELSA or Positive Play or daily meets may be instigated.

Work with others

- Consult with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not conducted by the headteacher) to inform him/her of any issues and ongoing investigations.
- **As required, consult with the 'case manager' (as per Part Four of KCSiE 2025) and the LADO where there are child protection concerns/allegations that relate to a member of staff.**

- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Consult with staff on matters of safety and safeguarding and deciding when to make a referral by consulting with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children including providing and writing reports for conferences and reviews.
- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2025) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and *governing body* are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.
- The senior DSL attends termly Designated Safeguarding Lead Focus Group meetings.
- Any safeguarding information is shared with staff during weekly briefing sessions and weekly staff meetings— Staff who are working part-time hours are then able to review the information. If updates are in written form or new documentation, the DSL will email links to staff. If staff signatures are required, then copies are shared with staff during school hours.
- During curriculum development training / INSETs, safeguarding opportunities are explored and developed with all staff and incorporated using age-appropriate sessions within topics.
- Key documentation is available for all staff to view on the staffroom noticeboard
-

Undertake training.

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

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures and any revisions/updates.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness.

- Ensure that the child protection policies are known, understood, and used appropriately.

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

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2025.
- Each child who has a concern logged by any staff member or with the DSL is registered with all related concerns and actions on CPOMS (prior to 2022, paper based copies were kept in a locked filing cabinet in the Head Teacher's office).
- Records on CPOMS contain original notes and evidence as well as an overview of child's personal data, a chronology and any plans from core meetings / ICPC / RCPC / relevant information from other agencies.
- Online notes are also kept on Scholarpack – communications of telephone calls / emails. These are downloaded and placed in the confidential files prior to transferring the files to new settings. (Cpoms from September / October 2022)
- Confidential files are sent via recorded, signed for post and a signature sheet is required acknowledging the receipt and transfer of these files. On occasion, if bulk files are to be transferred to a local setting, then a specific journey may be undertaken to personally deliver the files. An acknowledgement sheet also requires signature. These sheets are stored in the locked cupboard in the head teacher's office.
- If a child has started on our school roll and files are not received and no contact made from previous school prior to the end of the 5th day, contact is made with a direct request for information.
- The CPOMS records contain all relevant information which staff share with the DSL and a response section to record any follow up actions – including if no further action is required.
- Contact is made with the EHE for NCC –if a parent indicates that they are preparing for EHE. The latest documents are available at www.nottinghamshire.co.uk/schoolsportal/local--authority/elective-home-education

Availability

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2025 Part Two and Annex C.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the *governing body* (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- Our Senior Leaders have oversight of our Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- **The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2025.**
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the Headteacher/Principal, the *Chair of the Governing Body* will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below.

Governing Body

We recognise our governing body has a strategic leadership responsibility for the 'safeguarding arrangements' we put in place and must ensure they comply with their duties from the statutory guidance informed by KCSiE 2025 and Working Together to Safeguard Children 2025, ensuring all policies, procedures and training are effective and always comply with the law.

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- **Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).**
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- **Ensuring all staff, including supply teachers and governors read and fully understand at least KCSiE 2025 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.**

- Ensuring that the governing body understands it is collectively responsible for the school's 'safeguarding arrangements,' even though a *governor* be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- **Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2025 Part Four Section One.**
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring the *Chair of Governors* is able to respond if there is an allegation against the *headteacher* by consulting with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.
- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the *schools* premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.

- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2025 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

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

- A Designated Teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training and will collaborate with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead and SENCO will work closely together, as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with the virtual school, their social worker, parents, and carers.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our *pastoral support*.
- We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.
- Relevant staff (LAC teacher / class teacher / pupil support TA. Head Teacher), shall be released to attend relevant training and meetings – including, but not limited to, consultations, LAC reviews, PEP meetings.

Children with Special Educational Needs

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

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.
- Key staff, such as additional support staff / carers, will liaise with parents on a day to day basis and will observe any changes in children's physical, mental or behavioural presentation and bring these to the attention of the DSL.

- Appropriate training will be identified by the SENCO, dependent on the needs of children within our school setting – contact will be made with external agencies and NCC departments for support where required.
- PEEPs will be reviewed by the SENCO, annually at a minimum and on entrance to school, alongside parental shared information and views.
- Personal care plans will be written and shared with relevant staff by the SENCO.
- Ensuring that relevant staff are fully trained in manual handling, PDSS training, CRB training and that procedures are followed in line with individual children's care plans which are agreed with parents.
- Only medicine which is accompanied by a signed medical form may be administered by a staff member if the dosage states multiple times per day or if it is needed with no prior notice (i.e. asthma inhaler). See medical policy.

Taking action where concerns are identified.

Our staff recognise the difference between concerns about a child and a child in immediate danger. If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- The staff will keep a full written record duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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

Confidentiality

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

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

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

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm (KCSiE 24 paragraph 55).

Further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website:

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2023, updated February 2025).

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

- DfE KCSiE 2025 paragraphs 114 to 122 and Annex C.
- HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

Records and Monitoring (KCSiE 2025 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Staff at Jacksdale Primary & Nursery school shall record and report any concerns on CPOMS (and accompanying body map if required). Every member of staff has an individual logon which must be used. DSL's are automatically notified of concerns and must action or acknowledge the concern online, along with details of actions. If communication arises during a meeting or email / telephone communication, then it will be directly recorded on CPOMS. Any concerns will be referenced during communication with other agencies, either at the school's instigation or when contacted by another agency.

A termly review of confidential records is undertaken and overviews are updated by the DSL. The Safeguarding governor is responsible for auditing a sample of files on an annual basis. The Nottinghamshire Safeguarding Audit is also undertaken in the Autumn term and incorporates an audit of files and subsequent actions.

All paper-based and online (scholarpack) notes shall be retained (prior to CPOMS being activated in 2022) and shared with other agencies / school establishments as they are required.

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

At no time will an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps will be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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

A chronology will be kept on CPOMS prior to the commencement of a confidential safeguarding file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a confidential safeguarding/child protection file (see below) is commenced then the chronology will be transferred to the confidential safeguarding/child protection file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure online file known as a 'confidential safeguarding or child protection' file, which will be securely stored on the online recording system, CPOMS, and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists

We will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit as required by statutory guidance.

Why recording is important.

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

Jacksdale Primary & Nursery School uses CPOMS.

We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'

We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures (CPOMS logging)

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

CPOMS logs will record only factual information in relation to behaviour and where professional opinions are recorded in the case of reflections, these will be identifiable as opinions and not fact.

A recording of every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be electronically signed through the individual login details of the recording staff member and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision, made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The Child Protection (CP), Child in Need (CiN) or Confidential file (KCSiE 2025 Annex C pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file (CPOMs log), is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be considered for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be a key factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school. Professionals recording concerns or making judgments must clarify when professional opinions is made so that this is not presented as fact.

A 'child protection' or 'confidential safeguarding' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child is open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

All 'child protection' or 'confidential CPOMS' files should contain the following

- Key pupil information
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

Our *school* will keep *electronic records* of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

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

All CPOMs reports are reviewed by the DSL's who will close records as appropriate. Actions taken will be reported as a response to the initial report or marked as read if no further action is required.

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

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

We will adopt the file transfer guidance and arrangements contained in KCSiE 2025 and ensure when a child moves school/education provision their child protection/confidential safeguarding file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2025. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

In accordance with KCSiE 2025 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2025 paragraph 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding
2025 paragraphs 128 to 136, Annex A & Annex C Online Safety).

(KCSiE

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

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

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

We will carefully consider mobile phone use and how this is managed to ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). We are aware many children have independent and unsupervised access to smart technology and could mean some children, could be vulnerable to, sexual harassment, bullying, and exploitation via their mobile and smart technology. We will use opportunities to raise awareness of risks and share this with parents and carers where able. Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content. A mobile phone policy for staff and visitors was agreed in October 2023 and will be reviewed in October 2025.

Jill March and Julia Gray attended the national training in respect to the implementation of the RSHE training (June 2020), with Jill March taking a lead on RSHE with an overall whole school view.

As a school we endeavour to educate and engage our children and young people in learning how to keep themselves safe, including whilst online, are made aware of the threats and where they can seek advice, help and support through:

- Assemblies
- Discrete safeguarding taught sessions
- Anti-bullying week / NSPCC Week
- NSPCC / O2 workshops
- School nurse sessions
- Indirect safeguarding leaflets available
- Newsletters
- Impromptu responses to situations with specific, or more often whole cohorts (age-appropriate)
- DAART sessions (previously known as DARE sessions)
- E-safety lessons – incorporated in weekly sessions
- Links available on school website
- Leaflets shared with children identified at risk i.e. self-harm
- Safeguarding information shared with parents via newsletters, emails or text, dependent on the circumstances (these may be shared with whole school cohorts or specific cohorts depending on the nature of the update)

Children are also taught about how to keep themselves safe online during weekly computing sessions and through targeted e-safety theme days.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

At Jacksdale Primary School & Nursery, the RSHE curriculum will be taught through

- PSHE/ RSHE lessons
- External providers
- Topics
- Links to other curriculum area – PE, Citizenship, Science, Religious Education etc
- Ensuring language is consistent and accurate across the school in relation to biological and anatomical terms.

The programme will be delivered to all students by;

- Staff supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.

The RSHE curriculum is organised in our curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older. Lessons are delivered to single year groups within Key Stage 2 and single form entry groups in our Early Years setting and in Key Stage 1. This will mean that in KS2, for some lessons, children will split in to single sex and single year groups for the delivery and discussion of some topics.

A variety of teaching and learning styles will be used to ensure effectiveness and differentiation. Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science curriculum. Parents are able to meet with the class teachers and RSHE leader to review upcoming learning so they are aware and can make informed decisions about the content taught. All teachers will endeavour to create a supportive environment for all pupils. Pupils are regularly informed of who can offer confidential support and where they can access sexual health services (age appropriate). Local data will be used to inform priorities for the school's RSHE programme – such as schools health profiles.

Across all key stages, students will be supported with developing the following skills;

- o Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
- o Recognising and assessing potential risks
- o Assertiveness
- o Seeking help and support when required
- o Informed decision making
- o Self-respect and empathy for others
- o Recognising and maximising a healthy lifestyle
- o Managing conflict
- o Discussion and group work

The full RSHE policy is available for review on our school website, following full consultation with parents and governors.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at <https://www.ceop.police.uk/safety-centre/>
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>

Advice and information for parents including weblinks:

- www.nspcc.org.uk
- <http://www.bbc.co.uk/webwise>
- <https://www.thinkuknow.co.uk/>
- <https://www.childline.org.uk/>
- <http://www.childnet.com/>
- <https://www.internetmatters.org/>
- <https://www.net-aware.org.uk/>
- <http://parentinfo.org/>
- <https://www.anti-bullyingalliance.org.uk/>
- <https://www.saferinternet.org.uk/>
- <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash>
- <https://www.nottshelpyourself.org.uk>
- <https://www.actionforchildren.org.uk/>
- <https://www.nationalbullyinghelpline.co.uk/children>

Parents could highlight to their children including weblinks:

- <https://www.childline.org.uk/>
- www.nspcc.org.uk
- <https://www.thinkuknow.co.uk/> (CEOP)
- <https://www.anti-bullyingalliance.org.uk/>
- <https://www.minded.org.uk/>
- <https://www.nhs.uk/every-mind-matters/>
- <https://childhoodbereavementnetwork.org.uk/covid-19.aspx>
- Childbereavementuk
- <https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/>

The following appendices are a part of this policy:

Appendix 1 - NCC LA Flow Chart 2025–2026 ‘What to do if you are worried a child is being abused or at risk of harm, neglect.
--

Appendix 2 -Template: Body Maps Guidance
--

Appendix 1

Jacksdale Primary & Nursery School Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'.

Actions where there are concerns about a child's welfare in and outside of school.

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

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm.

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

Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations and contact, make referral.

Safeguarding concern Resolved /no longer held.

Support has been agreed, record decisions and any follow up actions.

MASH Tel: 0300 500 80 90

Consultation Line Tel: 0115 977 4247

(Office Hours Monday to Friday)

Where need is identified contact the **Early Help Service**

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team
5.00pm –8.30am
Tel: 0300 4564546**

**NSPCC Whistle
blowing
Tel: 0800 028 0285

Police Tel:101**

Unmet needs identified.

Decide what actions are needed to support the

Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP 'Pathway to Provision' Guidance.

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047**

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

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

CPOMs has a body map tool to record injuries, along with details of the injuries.

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

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

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

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

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

Ensure First Aid is provided where required and record.

A copy of the body map is electronically available and stored in CPOMs.

Filtering and Monitoring

In line with KCSIE 2025, Jacksdale Primary & Nursery School has a clear filtering and monitoring policy to protect pupils from harmful online content. The DSL and IT lead are responsible for reviewing filtering logs, ensuring filtering systems are robust and proportionate, and investigating online safety incidents. This policy is published on the school website and reviewed annually.

Mental Health and Early Help

Jacksdale Primary & Nursery School recognises the link between mental health and safeguarding. DSLs are responsible for overseeing any safeguarding risks related to a pupil's mental health. Staff are trained to identify emerging concerns and refer children to Early Help or external agencies where needed. Mental health records related to safeguarding are reviewed as part of the school's safeguarding monitoring.

Safer Recruitment and Online Checks

As required in KCSIE 2025, all shortlisted candidates will be subject to online searches as part of our due diligence process. This includes reviewing publicly available social media and online content to assess potential risks related to safeguarding.