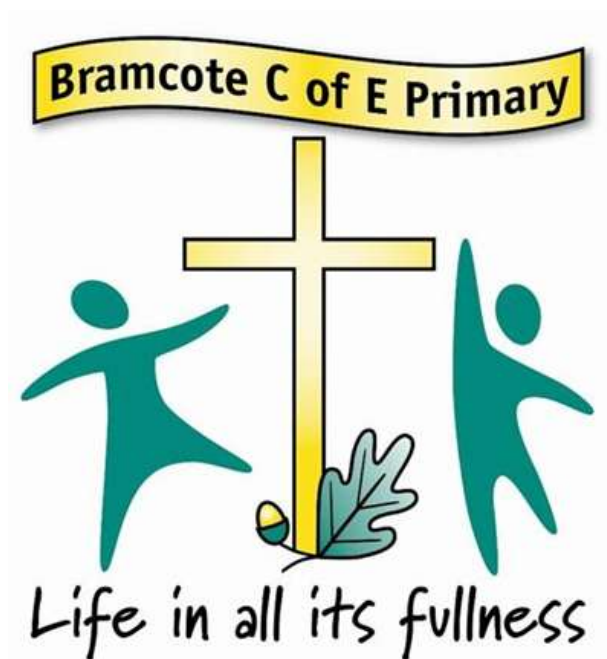


BRAMCOTE C OF E PRIMARY SCHOOL



WHOLE SCHOOL CHILD PROTECTION POLICY

SEPTEMBER 2026

Whole School Child Protection Policy

September 2026

Headteacher	Sarah Meredith -
Senior Leader(s) available for contact in the absence of DSLs	Matthew McCallion
Designated Safeguarding Lead	Matthew McCallion
Deputy Designated Safeguarding Lead	Silje Berthelsen
Designated Teacher for Children in Care	Sarah Meredith
Safeguarding Governor/Trustee	Victoria Brown
Local Authority Safeguarding Children in Education Officer	Zain Iqbal - SCIEO@nottssc.gov.uk
Local Authority Designated Officer	Hazel McKibbin Online referral form LADO@nottssc.gov.uk – Tel: 0115 804 1272
Policy approved by the Governing Body	October 2026
Policy published by the school	September 2026
Date for Review	September 2027

Table of Contents

A. Policy Purpose, Scope and Safeguarding Ethos

Purpose and scope, safeguarding ethos and commitment, reporting systems for children, related policies and procedures, review, approval and public availability.

B. Statutory and Local Safeguarding Framework

Statutory guidance, legal responsibilities, Nottinghamshire safeguarding arrangements, local thresholds and referral pathways.

C. Safeguarding Leadership, Governance and Responsibilities

Governing body, trust board or proprietor, Headteacher or Principal, Designated Safeguarding Lead, deputy DSLs and safeguarding cover, Designated Teacher, responsibilities of all staff, multi-agency working.

D. Recognising, Reporting and Recording Concerns

Recognising concerns, responding to disclosures, reporting concerns, immediate danger and referrals, recording decisions and actions, confidentiality and information sharing, referral feedback and escalation, transfer of child protection records, support following a concern.

E. Early Support, Family Help and Child Protection

Continuum of help and protection, pastoral and community-based support, Early Help and Family Help, consent and working with families, Family Help assessments and plans, family networks and family group decision-making, children in need, child protection, Operation Encompass, multi-agency plans and review.

F. Children Who May Be at Greater Risk of Harm

SEND, disabilities and health conditions, children with a social worker, looked-after and previously looked-after children, kinship care and private fostering, young carers, children absent from education, alternative provision, domestic abuse, mental health, self-harm and suicide risk, exploitation, modern slavery and serious violence, protected characteristics, children questioning their gender, individual support and review.

G. Contextual Safeguarding and Extra-Familial Harm

Contextual and extra-familial harm, recognising contextual concerns, local safeguarding context, responding to extra-familial harm, professional curiosity and inclusive practice, working with children, families and safeguarding partners, review of contextual safeguarding arrangements.

H. Child-on-Child Abuse and Harmful Sexual Behaviour

Forms of child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence, nudes and semi-nudes, prevention and education, reporting, initial safeguarding response, risk and needs assessment, support, parents and carers, recording and confidentiality, review and learning.

I. Online Safety

Areas of online risk, whole-school approach, filtering and monitoring, review of filtering and monitoring, generative artificial intelligence, mobile phones and smart technology, cybersecurity and information security, staff responsibilities, online safety education, working with parents and carers, remote education, reporting and reviewing online concerns.

J. Safeguarding and Preventative Education

Whole-school approach, curriculum content, local and emerging safeguarding risks, accessibility and inclusion, safe delivery, empowering children to seek help, working with parents and carers, staff responsibilities, review and evaluation.

K. Concerns and Allegations About Adults

Harm-threshold allegations, reporting allegations, initial response and case management, supply staff, contractors and trainee teachers, suspension and alternative arrangements, supporting children and adults, confidentiality, outcomes and record keeping, DBS and Teaching Regulation Agency referrals, low-level concerns, reporting and responding to low-level concerns, whistleblowing, learning lessons.

L. Safer Working Arrangements

Safer recruitment, Single Central Record, ongoing suitability, regulated activity and volunteers, supply and agency staff and trainee teachers, contractors and self-employed individuals, visitors and visiting professionals, external providers and use of premises, educational visits, homestays and residential arrangements, reasonable force and restrictive interventions, alternative provision, safeguarding briefing and conduct.

M. Safeguarding Training and Policy Implementation

Safeguarding induction, staff training and updates, DSL and deputy DSL training, governor and trustee training, training records and evaluation, monitoring implementation.

Section A - Policy Purpose, Scope and Safeguarding Ethos

The purpose of this policy is to explain how Bramcote C of E Primary School safeguards and promotes the welfare of children, protects them from harm and responds to safeguarding and child protection concerns.

This policy applies to all staff, supply staff, trainee teachers, governors, volunteers and contractors. Visitors and external providers are expected to follow the safeguarding arrangements relevant to their role while on the premises or working with children on behalf of our school.

This policy is informed by [Keeping Children Safe in Education 2026](#), [Working Together to Safeguard Children 2026](#), [Nottinghamshire Safeguarding Children Partnership procedures](#) and other legislation and statutory guidance applicable to our school. It should be read alongside the related policies and procedures identified below.

Safeguarding Ethos and Commitment

At Bramcote Church of England Primary School, we are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected, listened to and supported. As a small Christian school with a strong family ethos, we are proud to know our children and families well. We believe that every child is a unique and precious gift from God and should have the opportunity to experience *"Life in All Its Fullness"* (John 10:10) through living and loving like Jesus, enabling them to flourish and achieve their God-given potential.

We are a community built on mutual respect, dignity and inclusion, where all members are valued equally regardless of faith, ethnicity, culture, gender, ability, disability, family background or circumstance. We encourage children to be proud of who they are, to develop curiosity and confidence, and to know that their voice matters.

Safeguarding and promoting the welfare of children is everyone's responsibility and is central to all aspects of school life, including leadership, governance, teaching and learning, pastoral care, staff conduct, recruitment practices, extended provision and educational visits. We maintain an attitude of *"it could happen here"* and foster a culture of vigilance, openness, professional curiosity and respectful challenge, ensuring that safeguarding remains at the heart of every decision we make.

We recognise that children can be vulnerable to abuse, neglect, exploitation and other safeguarding risks within their families, peer groups, communities and online. We are committed to listening carefully to children and taking account of their wishes, feelings, lived experiences and individual needs. We recognise that some children may face additional barriers to recognising harm, reporting concerns or accessing support, and we take proactive steps to ensure that all children feel safe and able to seek help.

Our whole-school safeguarding approach includes:

- Strong leadership, governance and accountability.
- Clear safeguarding systems and accessible reporting procedures.
- Prompt recording, reporting, referral and escalation of concerns.
- Effective safer recruitment and staff suitability checks.
- Robust safeguarding induction, training and ongoing updates for all staff and volunteers.
- Effective online safety arrangements, including filtering, monitoring and education.
- Preventative curriculum education that helps children recognise risks and stay safe.
- Early identification of need and timely intervention.
- Positive partnership working with parents, carers and safeguarding agencies.
- Regular review and continuous improvement of safeguarding policies, procedures and practice.

We aim to create a culture of trust and transparency where children know they will be heard, concerns are taken seriously and appropriate action is taken without delay. All adults working in or on behalf of the school have a duty to safeguard and promote the welfare of children, understand their responsibilities under this policy and report concerns immediately. The absence of the Designated Safeguarding Lead (DSL) or a Deputy DSL must never prevent timely action to protect a child.

Reporting Systems for Children

The school is committed to ensuring that all pupils can access help and report concerns in a way that is appropriate to their age, stage of development and individual needs. We recognise that some pupils, particularly those with SEND, speech and language needs or limited vocabulary, may require alternative ways to communicate concerns. Staff understand that safeguarding concerns may be communicated verbally, non-verbally or through behaviour and will respond appropriately to all concerns.

Pupils may report concerns by:

- Speaking to a trusted adult, including the Designated Safeguarding Lead (DSL) or Deputy DSLs.
- Using classroom worry boxes or worry monsters.
- Participating in wellbeing, pastoral or emotional check-in opportunities.
- Accessing mentoring, ELSA, nurture or pastoral support.
- Using visual, symbol-supported or alternative communication resources where appropriate.
- Using communication boards, AAC devices or other agreed methods of communication where needed.

The school will ensure that all pupils know who they can talk to if they are worried and are supported to communicate concerns in ways that meet their individual needs.

Related Policies and Procedures

This policy forms part of the school's wider safeguarding arrangements and should be read alongside other relevant policies and procedures. The following policies contribute to the whole-school approach to safeguarding:

- Staff Behaviour Policy or Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Online Safety and Acceptable Use Policy
- Mobile Phone and Smart Technology Policy
- Filtering and Monitoring Procedures
- Attendance Policy
- SEND Policy
- Supporting Children with Medical Conditions Policy
- Mental Health and Wellbeing Policy
- Safer Recruitment Policy
- Allegations and Low-Level Concerns Procedures
- Whistleblowing Policy
- Data Protection policy
- Early Help, Family Help and Pastoral Support Procedures
- Alternative Provision Procedures
- Reasonable Force or Restrictive Interventions Policy

- Educational Visits Policy
- Visitors and VIPs Procedures and Arrangements
- Relationships, Sex and Health Education Policy
- Procedures for responding to requests relating to social transition

Review, Approval and Public Availability

This policy is reviewed at least annually and updated sooner where required by changes to legislation, statutory or local guidance, our safeguarding arrangements or learning from practice.

The governing body seeks assurance that the policy is understood and effective in practice and does not treat annual review and approval solely as a procedural exercise.

The policy is:

- made available to all staff and included within safeguarding induction
- communicated to staff whenever it is updated
- published on the school's website or made available by other appropriate means
- communicated appropriately to parents and carers

Our school will ensure that superseded versions are removed from staff systems, induction materials and policy collections, while retaining previous versions in accordance with its document-retention arrangements

Section B - Statutory and Local Safeguarding Framework

Our safeguarding arrangements are informed by national legislation, statutory guidance and Nottinghamshire's local multi-agency safeguarding procedures. Together, these establish the responsibilities and standards that we must follow to safeguard and promote the welfare of children.

Statutory Guidance

This policy has been developed with regard to:

- [Keeping Children Safe in Education 2026](#)
- [Working Together to Safeguard Children 2026](#)
- [Working Together to Improve School Attendance](#)
- [What to do if you're worried a child is being abused](#)
- [Early Years Foundation Stage statutory framework](#), where applicable
- other statutory guidance relevant to our school's legal status, age range and provision

Legal Responsibilities

Our safeguarding responsibilities arise from legislation and regulations which include, where applicable:

- the Children Acts 1989 and 2004
- the Education Act 2002
- the Education (Independent School Standards) Regulations 2014
- the Non-Maintained Special Schools (England) Regulations 2015
- the Education and Training (Welfare of Children) Act 2021
- the Childcare Act 2006 and relevant disqualification regulations
- the Counter-Terrorism and Security Act 2015

- the Domestic Abuse Act 2021
- the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- the Human Rights Act 1998 and Equality Act 2010
- legislation concerning specific safeguarding duties, including female genital mutilation

Other legislation and regulations may apply according to our school's legal status and the services it provides. The governing body is responsible for ensuring that our school's safeguarding arrangements comply with the law and have regard to relevant statutory guidance.

Nottinghamshire Safeguarding Arrangements, Local Thresholds and Referrals

At Bramcote C of E Primary School, we follow the multi-agency safeguarding arrangements, procedures and guidance published by the Nottinghamshire Safeguarding Children Partnership. We use Nottinghamshire's current threshold criteria and referral pathways to consider what help or protection a child may need.

A Family Help assessment is not required before making a referral to children's social care.

Detailed reporting and referral procedures are set out in Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals. The continuum of support and protection is explained in Section E: Continuum of Help and Protection.

We will use Nottinghamshire's [professional challenge and escalation procedures](#) where concerns are not adequately addressed, or a child's circumstances are not improving.

Further information: [Nottinghamshire Safeguarding Children Partnership procedures](#), [Nottinghamshire Framework for Support](#) and [Nottinghamshire MASH referral arrangements](#)

Section C - Safeguarding Leadership, Governance and Responsibilities

At Bramcote C of E Primary School, safeguarding is a shared responsibility supported by clear leadership and effective governance. Everyone working in or on behalf of our school must act on concerns and must not assume that another person will take action or share information that may be critical to keeping a child safe.

Governing Body

The governing body has strategic leadership responsibility for safeguarding. It will ensure that:

- safeguarding policies, procedures and training comply with the law and are effective in practice;
- a senior member of staff is appointed as DSL and appropriately trained deputies provide effective cover
- the DSL and deputies have the authority, time, funding, training, resources and support required
- children have accessible and well-promoted ways to report concerns
- appropriate safer recruitment, online safety and allegations-management arrangements are maintained
- safeguarding arrangements meet the needs of children who may be at greater risk of harm
- leaders provide sufficient information and assurance to support effective scrutiny and improvement

The appointed safeguarding governor supports strategic oversight but does not remove responsibility from the governing body as a whole.

Headteacher

The Headteacher is responsible for implementing the safeguarding arrangements agreed by the governing body. They will:

- promote a culture in which safeguarding is everyone's responsibility
- ensure that staff understand and follow this policy
- ensure that concerns are reported, recorded and acted upon promptly
- support the DSL and deputies and maintain effective safeguarding cover
- ensure that staff and other relevant adults receive appropriate safeguarding induction and training
- oversee the implementation of safer recruitment and safeguarding procedures
- keep the governing body or proprietor informed about safeguarding risks, practice and required improvements

Where the Headteacher is also the DSL, sufficient time and resources will be provided for both roles and appropriate arrangements must manage any conflict of interest.

Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection. The DSL will:

- advise and support staff and coordinate the response to safeguarding concerns
- make or support referrals and liaise with children's social care, police, health and other services
- understand Nottinghamshire's thresholds, referral pathways and escalation procedures
- contribute to Family Help, statutory assessments, child protection processes and multi-agency meetings
- promote lawful and timely information sharing and maintain secure child protection records
- ensure that staff understand how to report concerns and make direct referrals
- consider children's wishes, feelings, lived experiences and additional barriers to receiving help
- work with the Designated Teacher, SENCO, senior mental health lead and other relevant professionals
- advise leaders and governors about safeguarding risks, patterns and required improvements.

The DSL will be available during school hours for staff to discuss safeguarding concerns. Where this is not possible, the agreed safeguarding cover arrangements will apply.

Detailed procedures for responding to concerns, making referrals and coordinating support are set out in Section D: Recognising, Reporting and Recording Concerns and Section E: Early Support, Family Help and Child Protection.

Further information: [KCSIE 2026, Annex B – Role of the DSL](#)

Deputy DSLs and Safeguarding Cover

Deputies are trained to the same standard as the DSL and may undertake delegated safeguarding activities. When the DSL is unavailable:

- staff should report concerns to a deputy DSL
- concerns must continue to be reviewed and acted upon without delay
- urgent action or referral must not wait for the DSL's return

Any member of staff may make a direct referral or contact the police where necessary. An untrained senior leader does not automatically assume the role of the DSL or a deputy.

Designated Teacher for Looked-After and Previously Looked-After Children*

For consistency with statutory guidance, this policy will use the terms "Looked-After Children" and "Previously Looked-After Children" to remain in line with KCSIE 2026. Nottinghamshire uses the term, "Children We Care For" for "Looked-After Children". As of publishing, both sets of terminology will be in use until the previous terms are phased out nationally.

The Designated Teacher will work with the DSL, SENCO, Virtual School, social workers, carers and other professionals to promote children's educational achievement, welfare and safety. They will contribute to Personal Education Plans, ensure relevant staff understand the child's needs and support appropriate information sharing during transitions.

Further safeguarding considerations for looked-after and previously looked-after children are set out in Section F: Looked-After and Previously Looked-After Children.

Further information: [Designated teacher for looked-after and previously looked-after children](#)

Responsibilities of All Staff

All staff must maintain an attitude of **"it could happen here"** and act in the best interests of the child. They must:

- read and understand KCSIE 2026, this policy and other safeguarding information relevant to their role
- know who the DSL and deputies are and understand the safeguarding cover arrangements
- recognise, report and record concerns without delay
- listen to children and take their concerns, wishes and feelings seriously
- act immediately where a child is in danger or significant harm is suspected
- make a direct referral where necessary and not allow the absence of the DSL to delay action
- share relevant information appropriately and never promise to keep a safeguarding disclosure secret
- report concerns about adults and unsafe safeguarding practice;
- complete safeguarding training and updates appropriate to their role

Multi-Agency Working

Bramcote C of E Primary School will work with safeguarding partners and other agencies to help, support and protect children. We will share relevant information, contribute to assessments, plans and meetings, complete agreed actions and respond promptly to requests.

Where concerns remain or progress is insufficient, staff will seek feedback and use Nottinghamshire's professional challenge and escalation procedures.

Our contribution to Early Help, Family Help and statutory plans is explained in Section E: Multi-Agency Plans and Review.

Section D - Recognising, Reporting and Recording Concerns

At Bramcote C of E Primary School staff must report safeguarding concerns without delay, even where information is limited or they are uncertain whether harm has occurred.

Staff should be alert to changes in a child's behaviour, presentation, wellbeing, attendance, relationships, progress, health, online activity or wider circumstances. Concerns may arise within or outside the family, within peer groups, in the community or online, and different forms of harm may overlap.

Staff must remain professionally curious and avoid assumptions based on a child's characteristics, needs or behaviour.

Responding to a Disclosure

If a child shares a concern or discloses abuse, neglect or exploitation, staff should:

- listen calmly, give the child their full attention and allow them to speak at their own pace
- use open prompts only where clarification is necessary and avoid leading, investigative or repeated questions
- reassure the child that they have done the right thing and explain that information must be shared with those who can help
- never promise confidentiality, make judgements or confront the person alleged to have caused harm
- not ask the child to write a statement, sign notes or repeat their account unnecessarily
- record the child's words, wishes and feelings as accurately as possible
- report the concern to the DSL or a deputy immediately

Staff must not investigate the concern themselves or confront the person alleged to have caused harm.

Where a concern involves nudes or semi-nudes, including AI-generated or altered imagery, staff must not intentionally view, copy, print, forward, save or ask the child to share the imagery. The concern must be reported to the DSL immediately. Where a concern involves harmful digital material, staff must also follow Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

Further information about recognising abuse, neglect and exploitation is available in [What to do if you're worried a child is being abused: advice for practitioners](#) and through the [NSPCC](#).

Reporting Safeguarding Concerns

Staff must report concerns to the DSL or a deputy without delay using the school's agreed procedure:

Staff must:

- **Report concerns to the DSL as soon as possible, and by the end of the day at the latest.**
- If the DSL is unavailable, **report to the Deputy DSL or if they are unavailable then the most senior person on site** and ensure the DSL is informed thereafter.
- In emergencies, **call 999 or make a direct referral to Nottinghamshire MASH — anyone can make a referral.**
- **Do not delay reporting due to uncertainty** — if unsure, speak to the DSL.
- **Do not view, copy, or share images** in cases involving nudes/semi-nudes.
- **Share information only on a need-to-know basis.**
- **Report concerns about staff** (including supply staff and volunteers) to the **Headteacher**, or to the **Chair of Governors** if the concern is about the Headteacher.

Examples of concerns include:

- Signs of abuse, neglect, exploitation, or radicalisation
- Child-on-child abuse, sexual violence, or harassment
- Domestic abuse, forced marriage, FGM, or honour-based abuse
- Online abuse or inappropriate adult communication
- Private fostering arrangements
- Changes in behaviour, attendance, or presentation
- A person who may pose a risk to children living in the same household

An electronic or written record does not replace the need to speak directly to the DSL or a deputy where a concern is urgent.

If the DSL is unavailable, staff must follow Section C: Deputy DSLs and Safeguarding Cover. The absence of the DSL or a deputy must not delay action.

Any member of staff may make a direct referral to children's social care where necessary. Staff should inform the DSL as soon as possible after making a direct referral, unless there is a valid reason not to do so.

Immediate Danger and Referrals

Where a child is in immediate danger or requires urgent protection, staff must contact the police on **999** and make an immediate referral to children's social care where appropriate.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to [Nottinghamshire MASH](#) without delay.

A Family Help assessment is not required before making a referral. Seeking advice, consulting the DSL or attempting to obtain consent must not delay protective action.

The available support and statutory pathways are explained in Section E: Continuum of Help and Protection.

Recording Concerns, Decisions and Actions

All safeguarding concerns, discussions, decisions, actions and outcomes must be recorded promptly. Records should include:

- Record immediately, and by the end of the same working day.
- Use CPOMS to record this is our *school's* secure safeguarding system.
- the child's identifying details and the date, time and context of the concern
- a clear and factual account, including the child's own words, wishes and feelings where possible
- relevant observations, including the location and appearance of any injury
- the name and role of the person making the record
- when and to whom the concern was reported
- advice received, action taken and decisions made
- the outcome and arrangements for follow-up or support

Records should distinguish between fact, observation, professional opinion and information provided by another person.

Staff must not photograph a child's injury, mark or physical indicator for safeguarding-recording purposes. A body map must be used only to record the location and observable appearance of an injury. Staff must not attempt to diagnose the injury, estimate its age or speculate about how it occurred. Photographs required for evidential, forensic or medical purposes should normally be taken by appropriately trained police, medical or other authorised professionals.

Child protection records must be confidential, securely stored and kept separately from the main pupil or student record. Access should be restricted to those who need the information to safeguard or support the child.

Confidentiality and Information Sharing

Staff must maintain appropriate confidentiality but must never promise to keep safeguarding information secret.

Timely information sharing is essential to identifying need, assessing risk and protecting children. Staff must not assume that another person or agency will share information that may be critical to keeping a child safe.

Information will be shared lawfully, promptly and proportionately where necessary to safeguard or promote a child's welfare. Consent is not always required where another lawful basis applies, and data protection law must not prevent or delay safeguarding action.

Where safe and appropriate, children and parents or carers will be informed about what information will be shared, with whom and why. Information may be shared without their knowledge or consent where seeking consent could increase risk, prejudice an investigation or cause unjustified delay.

Decisions to share or withhold information and the reasons for them will be recorded.

Consent for Early Help and Family Help is addressed in Section E: Consent and Working with Families.

Further guidance: [Information sharing advice for practitioners](#) and [Data Protection in schools](#)

Referral Feedback and Escalation

Children's social care should acknowledge a referral and decide the next course of action within one working day. The referrer should follow up if appropriate feedback is not received.

Where the response does not address the concern, or the child's circumstances are not improving, we will use [Nottinghamshire's professional challenge and escalation procedures](#). Staff must continue to report new information while awaiting a response.

Referral to another agency does not end our responsibility to safeguard and support the child.

Transfer of Child Protection Records

When a child moves school or college, the DSL will transfer the child protection file securely and separately from the main pupil record within five days of an in-year transfer or; within the first five days of a new term.

Confirmation of receipt must be obtained. Relevant safeguarding and risk information will be shared in advance where necessary to enable the receiving school to assess risk and arrange support.

We will retain a record of the transfer in accordance with our retention procedures.

Support Following a Safeguarding Concern

We recognise that disclosures and safeguarding processes may be distressing. We will consider appropriate pastoral, therapeutic or specialist support, safety planning, reasonable adjustments and staff wellbeing support according to individual need.

Support will be reviewed as circumstances change and will not replace any required referral, investigation or protective action.

Section E - Early Support, Family Help and Child Protection

At Bramcote C of E Primary School, we recognise that children and families should receive the right help at the right time. We will identify additional needs early, provide support within our school where appropriate and work with other services when a coordinated or statutory response is required.

Support will be based on the child's needs and circumstances. It will not delay a referral to children's social care where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Immediate safeguarding concerns must be reported in accordance with Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals.

Continuum of Help and Protection

The support available to children and families may include:

- pastoral support within our school
- universal services and community-based early help
- targeted support through Nottinghamshire Early Help services or Family Help
- support for a child in need under section 17 of the Children Act 1989
- child protection action under section 47 of the Children Act 1989

The level of support may change as needs increase, reduce or become better understood. Staff must continue to report new or escalating concerns and must not assume that existing support or agency involvement means that further action is unnecessary.

Pastoral and Community-Based Support

Where needs can be met safely within our school or through universal services, support may include:

- pastoral care and regular contact with the school ELSA and or SENCO
- attendance, behaviour, SEND or mental health support through the School Behaviour and Attendance Partnership (SBAP), or the Mental Health Support Team (MHST)
- reasonable adjustments and individual support plans
- help from health, family, community or voluntary services
- advice or support through [Nottinghamshire Family Hub Networks](#)

Support should have clear aims and be reviewed to determine whether it is improving the child's circumstances. Where needs are increasing, support is ineffective or safeguarding concerns arise, the DSL should consider additional help or referral to children's social care.

Early Help and Family Help

Staff should be alert to children and families who may benefit from coordinated help. This may include circumstances involving absence from education, SEND or health needs, mental health, domestic abuse, family difficulties, caring responsibilities, exploitation or several needs which cannot be addressed effectively by one service.

The DSL will use [Nottinghamshire's current threshold guidance](#) and may consult the Early Help Unit or other relevant services.

Family Help brings services together through a coordinated assessment and plan. Education staff may be asked to contribute information, attend meetings, complete agreed actions, review progress or act as lead practitioner where appropriate and supported by local arrangements.

A consistent relationship with the child and family should be maintained wherever possible as their needs change.

Further information and local support can be sought through the [Family Hub Networks](#).

Consent and Working with Families

Early Help and targeted Family Help are voluntary and should be undertaken with the family's consent. The child and family should understand:

- what support is being offered and why
- what information will be shared
- which practitioners or services will be involved
- how progress will be reviewed

If consent is refused, the DSL will consider why support has been declined, whether needs can be addressed in another way and whether the level of concern requires referral to children's social care.

Consent is not required before making a child protection referral or where another lawful basis permits information sharing. Refusal of support must not delay action where a child may be at risk of harm.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Family Help Assessments and Plans

Where Family Help is appropriate, the assessment and plan should be child-centred, proportionate and informed by the family's strengths and needs. It should:

- reflect the child's wishes, feelings and lived experience
- consider the needs of other children and adults within the family
- identify risks, strengths, needs and desired outcomes
- set out the support to be provided and who is responsible for each action
- include clear review arrangements
- be updated when circumstances or risks change

A Family Help assessment is not required before making a referral to children's social care.

Family Networks and Family Group Decision-Making

Where safe and appropriate, the child's wider family network may be involved in identifying support and developing a plan. This may include family group decision-making or a family group conference.

The child's welfare and best interests remain central. Family involvement must not delay protective action or result in information being shared with a person who may place the child or another person at greater risk.

Children in Need

Under section 17 of the Children Act 1989, a child may be considered in need where they are unlikely to achieve or maintain a reasonable standard of health or development without services, or where they are disabled. Where children's social care undertakes a section 17 assessment or provides support, we will:

- share relevant information
- contribute to assessments, plans and reviews
- carry out agreed actions

- monitor the child's attendance, presentation, welfare and progress
- report new or escalating concerns promptly

Subject to local arrangements, an appropriately skilled practitioner who is not a social worker may act as the lead practitioner for support under section 17.

Child Protection

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to [Nottinghamshire MASH](#) without delay. We will cooperate with child protection enquiries and processes by:

- providing relevant information promptly
- attending strategy discussions, child protection conferences, core groups and reviews
- contributing informed reports and professional views
- completing agreed actions within the required timescale
- supporting the child within our school

Section 47 enquiries and child protection plans must be led by a qualified social worker. Our involvement will continue for as long as help or protection is required.

Operation Encompass

We receive [Operation Encompass](#) notifications where police have reasonable grounds to believe that a child may be a victim of domestic abuse. A child may be affected even where they were not present during the incident or normally live elsewhere. Notifications will be:

- received and stored securely
- shared only with staff who need the information to safeguard or support the child
- considered alongside other information known about the child and family
- used to arrange appropriate safeguarding and pastoral support

An Operation Encompass notification does not replace a referral to children's social care. Where the information indicates that a child may be at risk of harm, we will follow our safeguarding and referral procedures.

Further information about supporting children affected by domestic abuse is set out in Section F: Children Affected by Domestic Abuse.

Multi-Agency Plans and Review

The school will contribute fully to Early Help, Family Help, child-in-need and child protection plans. Staff attending meetings should be appropriately informed and able to contribute to decision-making. We will:

- provide clear, accurate and relevant information
- consider the child's wishes, feelings and lived experience
- complete agreed actions within the required timescales
- maintain appropriate records
- monitor whether support is improving the child's circumstances
- report and escalate concerns where risk increases or progress is insufficient

Referral to another service does not end our responsibility to safeguard, support and monitor the child.

Where concerns remain or progress is insufficient, staff must follow Section D: Referral Feedback and Escalation.

Further information: [Working Together to Safeguard Children 2026](#)

Section F - Children Who May Be at Greater Risk of Harm

At Bramcote C of E Primary School, we recognise that any child may experience abuse, neglect, exploitation or other harm. Some children may face additional risks or barriers that make it more difficult for them to recognise harm, report concerns or receive appropriate help.

Staff will consider each child's individual circumstances, needs and lived experience. Membership of a particular group does not mean that a child is experiencing harm, and support will be based on assessment of the individual child rather than assumptions or stereotypes.

Children with Special Educational Needs, Disabilities or Health Conditions

Children with Special Educational Needs, Disabilities, Health Conditions and Other Vulnerabilities

Children with special educational needs, disabilities or health conditions may experience additional safeguarding barriers. These can include assumptions that;

- behaviour, mood or injury relates to a child's needs or condition
- communication difficulties or limited opportunities to report concerns
- difficulty recognising abusive behaviour
- increased dependence on adults for care, communication or mobility
- intimate or personal care needs; social isolation or bullying
- greater exposure to online risks
- a disproportionate impact from harm without outward signs.

Staff must remain professionally curious and ensure that a child's needs, disability or diagnosis do not prevent the recognition of potential safeguarding concerns. We recognise that vulnerability may also arise from factors such as mental health needs, domestic abuse, family instability, bereavement, young carer responsibilities, social care involvement, poverty, attendance concerns or adverse childhood experiences.

At Bramcote C of E Primary School, guided by our Christian vision of *Life in All Its Fullness* (John 10:10), we are committed to ensuring that vulnerable children are known, valued, heard and protected.

We do this through:

- Strong relationships with trusted adults who know children well and can identify concerns early.
- Close collaboration between the DSL, SENDCo, pastoral staff, families, health professionals and other agencies.
- Regular monitoring of attendance, behaviour, wellbeing, safeguarding records and progress to identify emerging needs.

- Adapted communication and reporting arrangements so that all children can express their views, wishes and feelings.
- Targeted pastoral, emotional wellbeing and mental health support.
- Early Help and timely intervention where additional needs are identified.
- Inclusive practices that ensure vulnerable pupils can fully access all aspects of school life.
- A preventative curriculum that teaches personal safety, healthy relationships, emotional wellbeing and online safety.

Concerns involving a child's medical care, access to essential medication or failure to follow an agreed healthcare plan will be reported to the DSL where they may indicate neglect or another safeguarding concern. The DSL will coordinate appropriate support and, where necessary, work with families and partner agencies to ensure children receive the right help at the right time.

Through our inclusive culture and safeguarding practices, we strive to ensure that every vulnerable child feels safe, supported and able to flourish academically, socially, emotionally and spiritually.

Further information: [SEND Code of Practice](#), [Supporting pupils at school with medical conditions](#) and [Nottinghamshire SEND local offer](#)

Children with a Social Worker

Children may have a social worker because of safeguarding or welfare needs. Their experiences of abuse, neglect or family adversity may affect their attendance, behaviour, wellbeing, learning and relationships.

The DSL will use relevant information about the child's social worker to inform decisions about safety and support. We will contribute to assessments and plans and report new or escalating concerns promptly.

Staff must not assume that children's social care involvement means that another professional will act.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements](#)

Looked-After and Previously Looked-After Children

Looked-after and previously looked-after children, also referred to locally as children we care for, may have experienced abuse, neglect, loss, disruption or trauma and may require additional safeguarding and pastoral support.

The DSL and Designated Teacher will work with social workers, carers, parents, the Virtual School and other professionals to ensure that educational and safeguarding needs are considered together.

For a looked-after child, the DSL should hold details of the child's social worker and the relevant Virtual School Head.

The responsibilities of the Designated Teacher are set out in Section C: Designated Teacher.

Further information: [Promoting the education of looked-after and previously looked-after children](#) and [Nottinghamshire Virtual School](#)

Children in Kinship Care and Private Fostering Arrangements

Children living in kinship care may require support arising from changes in family relationships, care arrangements or previous experiences. We will respond to individual needs and signpost carers to relevant local support.

A private fostering arrangement occurs when a child under 16, or under 18 if disabled, is cared for by someone who is not their parent or a close relative for 28 days or more.

Staff must report any known or suspected private fostering arrangement to the DSL. We will notify the local authority where required and will not assume that another person has already done so.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements](#), [Nottinghamshire Kinship Support Service](#), and [Private Fostering Procedures](#)

Young Carers

A young carer is a child who provides, or intends to provide, care for another person. Caring responsibilities may affect their wellbeing, attendance, relationships or educational progress.

Staff should report concerns about possible caring responsibilities to the DSL. We will consider appropriate pastoral support, assessment and referral to relevant services.

Further information: [Young Carers Notts](#)

Children Absent from Education

Repeated or prolonged absence from education may be an indicator of abuse, neglect, exploitation, mental health difficulties, safeguarding risks within the home or other unmet needs. We will:

- monitor attendance and patterns of absence
- respond promptly to unexplained or concerning absence
- make reasonable enquiries to establish the child's whereabouts and welfare
- consider absence alongside other safeguarding information
- share information and work with parents, carers and relevant agencies
- refer or escalate concerns where the child cannot be located, risk is increasing or circumstances are not improving

Staff must follow our school's attendance and children missing education procedures. Attendance concerns must not be treated solely as an administrative matter where there may be a safeguarding risk.

Further information: [Working together to improve school attendance](#), [Children missing education](#) and [Nottinghamshire Children Missing Education arrangements](#)

Children Receiving Alternative Provision

The commissioning school retains responsibility for safeguarding a child placed in alternative provision. Before and during a placement, we will:

- obtain written assurance about the provider's safeguarding checks and arrangements
- know where the child is being educated, including any subcontracted or satellite provision
- share relevant safeguarding and risk information
- monitor attendance, welfare, progress and the suitability of the placement
- review the placement at least half-termly
- act immediately where concerns arise, ending the placement if it is no longer safe or suitable

Any change to the provider, location or circumstances of the placement which may increase risk must be considered promptly.

Commissioning, provider-assurance and placement arrangements are set out in Section L: Alternative Provision.

For more information: [Alternative Provision - Statutory Guidance](#)

Children Affected by Domestic Abuse

A child may be a victim of domestic abuse where they see, hear or experience its effects, including where they were not present during an incident or normally live elsewhere.

We will consider Operation Encompass notifications alongside other information known about the child and provide appropriate safeguarding and pastoral support. Operation Encompass notification and support arrangements are set out in Section E: Operation Encompass.

For more information: [Domestic Abuse Act - Statutory Guidance](#)

Mental Health, Self-Harm and Suicide Risk

Mental health difficulties may indicate that a child has experienced or is at risk of abuse, neglect or exploitation. Concerns involving self-harm, eating disorders, suicidal thoughts or another risk to safety must be reported promptly.

We will consider immediate safety and medical needs, listen to the child, involve parents or carers where safe and appropriate and seek support from relevant health or specialist services.

Where there is an immediate risk to life or serious injury, staff must contact emergency services on **999**. A safeguarding referral will be made where concerns may be linked to abuse, neglect, exploitation or significant harm.

Where there is an immediate safeguarding or child protection concern, staff must follow Section D: Immediate Danger and Referrals.

For more information: [Promoting and supporting mental health and wellbeing in schools and colleges](#), [Mental health and behaviour in schools](#) and [MHST Support](#)

Children at Risk of Exploitation, Modern Slavery or Serious Violence

Children may be harmed through criminal exploitation, sexual exploitation, county lines, financial exploitation, trafficking, modern slavery, radicalisation or serious violence. Apparent offending or harmful behaviour may be a sign that a child is being groomed, coerced, controlled or exploited. Staff should be alert to indicators including:

- unexplained money, possessions, travel or changes in relationships
- repeated absence or being found away from home or the school
- association with older individuals or controlling peer groups
- threats, intimidation, debt or fear
- carrying weapons or involvement in serious violence
- unexplained injuries or changes in behaviour
- increased secrecy or use of multiple devices or accounts

- concerning online contact or activity

Concerns must be reported promptly. We will consider risks to the child and others, including risks associated with peer groups, transport routes, locations around our school and online environments.

Wider contextual risks and responses are addressed in Section G: Contextual Safeguarding and Extra-Familial Harm.

For more information: [Modern slavery: how to identify and support victims](#), [Youth Endowment Fund](#), [Prevent Duty Guidance](#), [Nottinghamshire Child Exploitation Procedures](#), and [Nottinghamshire Prevent Referrals](#)

Children with Protected Characteristics

We are committed to safeguarding practice that is inclusive, anti-racist, anti-discriminatory and culturally informed.

Staff must be alert to bias, stereotyping and adultification, including assumptions that a child is older, more resilient or less in need of protection than they are. Cultural or religious considerations must not prevent professional curiosity or delay action.

Children who are lesbian, gay or bisexual, or perceived to be, may face additional bullying, prejudice or abuse. We will provide a safe environment in which concerns can be reported and support accessed.

Children Questioning Their Gender

Children questioning their gender may experience bullying, distress, social isolation or other safeguarding concerns. Staff will respond sensitively, consider the child's individual circumstances and act in their best interests. Requests for support with social transition will be considered in accordance with KCSIE 2026, applicable legislation and our relevant procedures. Decisions will:

- consider the child's age, needs, wishes, feelings and circumstances
- involve parents or carers unless there is a safeguarding reason not to do so
- involve the DSL where safeguarding considerations arise
- consider relevant professional advice
- be recorded accurately and shared only where necessary
- be reviewed when needs or circumstances change

We will challenge bullying, harassment and discrimination and provide appropriate support to any child who wishes to reconsider or reverse an earlier request.

Further information: [KCSIE 2026, Children who are questioning their gender](#)

Individual Support and Review

Children in our school will be offered tailored support that matches their needs and circumstances. Support may include a trusted adult, accessible reporting arrangements, pastoral or communication support, reasonable adjustments, an individual safety plan, work with parents or carers and referral to Early Help, Family Help or specialist services.

At Bramcote C of E Primary School, we recognise that some children may be at greater risk of harm due to their vulnerabilities, experiences or circumstances. We seek to identify need early through safeguarding concerns, disclosures, attendance, behaviour, wellbeing, family circumstances, professional observations and information shared by parents, carers or external agencies.

Where additional safeguarding needs are identified, the DSL will work with relevant staff and agencies to assess risk, coordinate support and ensure appropriate interventions are put in place. This may include enhanced monitoring, regular welfare check-ins, a trusted adult, pastoral support, communication adjustments, an individual safety or risk management plan, targeted family support, or referral to external services. All decisions, actions and outcomes will be recorded within the CPOM's, school's safeguarding systems.

Additional safeguarding support will be reviewed regularly and whenever circumstances, needs or risks change. The child's voice will be considered throughout, alongside information from parents, carers and professionals where appropriate. Staff must continue to report any new concerns, even where a child is already receiving support or is known to other services.

Through our Christian vision of *Life in All Its Fullness* (John 10:10), we are committed to ensuring that children who may be vulnerable or at greater risk of harm are identified quickly, supported effectively and helped to remain safe, healthy and able to flourish.

The available support pathways are set out in Section E: Continuum of Help and Protection.

Section G - Contextual Safeguarding and Extra-Familial Harm

Bramcote C of E Primary School recognises that safeguarding incidents and behaviours can occur outside the school environment and may be associated with factors beyond the family home. The school adopts a contextual safeguarding approach, recognising that children can be vulnerable to abuse, exploitation and harm in a range of contexts including online, within peer groups, in community settings and through wider social influences and transport routes. The school works collaboratively with families, partner agencies and safeguarding organisations to identify, assess and reduce risks, ensuring that children are protected and supported to flourish within our vision of *Life in All Its Fullness*.

We will consider the people, places and relationships surrounding a child, understand their lived experience and work with children, families and safeguarding partners to identify and reduce risks.

Contextual and Extra-Familial Harm

Extra-familial harm may include:

- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- county lines
- financial exploitation
- serious violence and weapon-related harm
- trafficking and modern slavery
- radicalisation
- abuse within intimate relationships between children
- child-on-child abuse and harmful sexual behaviour
- bullying, harassment and prejudice-based abuse
- grooming, coercion and controlling relationships

- abuse or exploitation facilitated through social media, gaming, generative AI or other technology

Different forms of harm may overlap. A child may experience harm in several contexts or be both harmed by others and involved in behaviour that harms other children. Staff must respond to children as children first. Apparent offending, aggression, absence or other concerning behaviour may indicate that a child is being groomed, coerced, controlled or exploited.

Specific considerations relating to exploitation and serious violence are set out in Section F, and child-on-child abuse is addressed in Section H.

Recognising Contextual Concerns

Staff should be alert to changes or patterns which may indicate extra-familial harm, including:

- repeated or prolonged absence from education or home
- spending time in locations or with people not previously known
- changes in friendships, relationships or peer groups
- unexplained money, clothing, gifts, travel or mobile devices
- unexplained injuries, fear, secrecy or emotional distress
- threats, intimidation, coercion or debt
- carrying or associating with weapons
- concerning use of social media, gaming platforms or multiple accounts
- being collected by unknown adults or travelling unexpectedly
- declining attendance, engagement or educational progress
- concerns affecting several children or linked to the same location, group or individual

These indicators do not confirm that harm has occurred. Staff must report concerns to the DSL so that they can be considered alongside other information known about the child, their peers and the wider context.

Concerns must be reported and recorded in accordance with Section D.

Understanding Our Local Safeguarding Context

Contextual Safeguarding Concerns	How Bramcote C of E Primary School Aims to Address Them
Online Safety, Mobile Phones, Social Media, Gaming and Emerging Technologies	• Operate robust filtering and monitoring systems in line with DfE standards and review alerts promptly through safeguarding processes. • Teach online safety progressively through Computing, RSHE and collective worship, including cyberbullying, misinformation, privacy, consent, online relationships, harmful content and responsible use of AI tools. • Educate pupils about risks associated with social media, gaming platforms, livestreaming, online chat functions and digital manipulation. • Provide regular staff training on emerging online risks, including online grooming, exploitation, radicalisation and technology-assisted abuse. • Engage parents through newsletters, workshops and guidance materials to strengthen home-school partnerships around digital safety.

	• Promote pupil voice and encourage reporting of any online concerns. • Pupils bringing mobile phones to school must hand them into the school office on arrival and collect them at the end of the day.
Artificial Intelligence (AI), Deepfakes and Emerging Technologies	• Teach pupils to use AI safely, responsibly and ethically through the Computing, RSHE and online safety curriculum. • Develop pupils' critical thinking skills so they can identify misleading, manipulated or AI-generated content, including deepfake images, videos and audio recordings. • Raise awareness of risks associated with AI technologies, including misinformation, online scams, identity impersonation, cyberbullying, grooming and technology-facilitated abuse. • Ensure staff receive regular safeguarding and online safety training regarding emerging technologies and the potential risks associated with generative AI. • Monitor national safeguarding guidance and emerging risks to ensure school policies, curriculum provision and safeguarding procedures remain current and effective. • Work in partnership with parents and carers to promote safe, supervised and age-appropriate use of AI tools and digital technologies outside school. • Encourage pupils to report any concerning AI-generated content, online interactions or digital safeguarding concerns to a trusted adult. • Utilise filtering, monitoring and safeguarding systems to identify potential risks associated with access to AI platforms and emerging technologies.
Mental Health, Emotional Wellbeing and Resilience	• Recognise that emotional wellbeing and safeguarding are closely linked and that mental health concerns may be indicators of vulnerability, abuse or exploitation. • Provide a graduated response through pastoral support, ELSA provision, Mental Health Support Team (MHST), Educational Psychology and CAMHS referrals where appropriate. • Embed emotional literacy, resilience and self-regulation within the curriculum and wider school culture. • Train staff to identify early indicators of anxiety, trauma, self-harm risk, emotional distress and disengagement from education. • Use trauma-informed approaches to support pupils who have experienced adverse childhood experiences (ACEs). • Work collaboratively with families and external agencies to reduce barriers to learning and promote positive wellbeing.
Child-on-Child Abuse, Harmful Sexual Behaviour, Bullying and Harassment	• Maintain a culture where all incidents are taken seriously, recorded appropriately and responded to in accordance with safeguarding procedures.

	• Ensure staff understand that child-on-child abuse can occur both inside and outside school and online. • Deliver age-appropriate RSHE education covering respect, consent, boundaries, equality, healthy relationships and reporting concerns. • Challenge sexist language, discriminatory behaviours, prejudice-based bullying and harassment. • Use restorative approaches alongside appropriate sanctions and safeguarding interventions. • Support both victims and alleged perpetrators through risk assessments and targeted interventions where required. • Promote a culture of dignity, respect and inclusion rooted in the school's Christian vision and values.
Children Missing Education, Persistent Absence and Attendance Concerns	• Maintain rigorous attendance monitoring and analyse patterns of absence, lateness and disengagement. • Recognise that poor attendance may indicate safeguarding concerns, including neglect, mental health needs, exploitation or abuse. • Work closely with families, Attendance Improvement Officers and external agencies to address barriers to attendance. • Conduct timely safeguarding enquiries when children are absent unexpectedly or repeatedly. • Ensure vulnerable pupils receive targeted support and maintain clear escalation pathways where concerns increase. • Follow local authority procedures for children missing education and safeguarding referrals.
Domestic Abuse, Family Harm and Coercive Control	• Train staff to recognise indicators of domestic abuse and understand its impact on children's wellbeing, behaviour, attendance and learning. • Provide trusted adults and safe opportunities for children to share concerns. • Work closely with Nottinghamshire Safeguarding Children Partnership, social care, police and specialist services when concerns arise. • Teach pupils about healthy relationships, personal safety and seeking support from trusted adults. • Ensure safeguarding plans reflect the needs of children affected by domestic abuse or coercive control within the home environment.
Child Criminal Exploitation (CCE), County Lines and Financial Exploitation	• Raise awareness among staff, parents and pupils about the indicators of criminal exploitation and coercion. • Monitor changes in behaviour, attendance, peer associations, unexplained possessions, gifts or financial concerns that may indicate exploitation. • Deliver preventative curriculum content focused on risk, consent, peer pressure and personal safety.

	• Work with police, social care and safeguarding partners when concerns arise. • Complete risk assessments and make timely referrals to appropriate safeguarding agencies. • Ensure all staff understand that exploitation can affect children of any age, gender or background.
Child Sexual Exploitation (CSE), Grooming and Controlling Relationships	• Train staff to recognise the signs of grooming, coercion, manipulation and exploitation both online and offline. • Embed education around consent, healthy relationships, personal boundaries and recognising unsafe situations through the RSHE curriculum. • Encourage pupils to report concerns involving themselves or others. • Work with safeguarding partners and specialist agencies to protect children who may be at risk. • Maintain clear reporting, recording and referral procedures. • Support families to understand indicators of exploitation and how to seek help
Serious Violence, Weapon-Related Harm and Community Safety Risks	• Recognise that exposure to serious violence may be connected to wider safeguarding vulnerabilities and exploitation. • Monitor behavioural indicators, concerning disclosures and local intelligence shared through safeguarding networks. • Promote conflict resolution, emotional regulation and positive relationships through pastoral and curriculum approaches. • Work with external agencies where concerns about serious violence or community-based risks emerge. • Provide targeted support for vulnerable pupils and families. • Ensure staff understand local safeguarding procedures relating to serious violence.
Radicalisation and Extremism	• Fulfil the Prevent Duty through an appropriately challenging curriculum that promotes British Values, critical thinking, respect and tolerance. • Train all staff to recognise indicators of radicalisation and extremist influences. • Encourage questioning, debate and critical evaluation of information encountered online and offline. • Maintain effective reporting procedures and refer concerns through Prevent pathways where required. • Work closely with safeguarding agencies to protect children from extremist ideologies and recruitment.
Trafficking, Modern Slavery and Hidden Harm	• Ensure staff understand indicators of trafficking, modern slavery, forced criminality and exploitation. • Remain vigilant to signs of coercion, unexplained movement, absences or disclosures.

	• Work collaboratively with social care, police and safeguarding partners where concerns are identified. • Support pupils through a trauma-informed and child-centred safeguarding approach. • Maintain accurate recording and timely referrals.
Prejudice-Based Abuse, Discrimination and Protected Characteristics	• Promote a fully inclusive culture grounded in the school's Christian vision of 'Life in All Its Fullness'. • Challenge discriminatory language, behaviour and stereotypes. • Teach equality, diversity, respect and inclusion through RSHE, RE, collective worship and the wider curriculum. • Record and respond appropriately to any incidents of prejudice-based abuse or harassment. • Support affected pupils and engage families in promoting respectful relationships. • Foster a culture where difference is valued and celebrated.
Contextual Risks Beyond the School Gate (Community, Peer Groups and Public Spaces)	• Recognise that safeguarding risks may arise within the local community, neighbourhoods, transport routes, friendship groups and online environments. • Gather contextual information when assessing safeguarding concerns and complete robust risk assessments. • Work collaboratively with families, safeguarding partners and external agencies to understand and reduce risk. • Consider community influences, peer dynamics and environmental factors when planning interventions. • Promote pupil voice and trusted-adult relationships so concerns can be identified early. • Review safeguarding practice regularly to reflect emerging local and national risks.

The DSL will consider safeguarding information and patterns to identify:

- locations where children may feel or be unsafe
- peer groups or relationships associated with increased risk
- recurring concerns involving particular times, journeys or activities
- online platforms or technologies associated with harm
- groups of children who may require additional support
- gaps in our school's policies, curriculum, supervision or physical environment

Responding to Extra-Familial Harm

Where extra-familial harm is suspected, we will:

- consider the child's immediate safety and the risk to other children

- listen to the child and consider their wishes, feelings and lived experience
- record and report the concern through our school's safeguarding procedures
- consider the locations, relationships, peer groups and online environments connected to the concern
- share information and make referrals where required
- work with parents or carers where it is safe and appropriate
- contribute to multi-agency assessments, plans and disruption activity
- provide appropriate safeguarding and pastoral support
- review whether changes are required to supervision, transport, timetabling, site arrangements or the curriculum.

We will avoid responses which place responsibility on the child for harm caused through grooming, coercion, exploitation or abuse. Behavioural or disciplinary action will be considered alongside the child's safeguarding needs and must not replace an appropriate safeguarding response.

Reporting and referral procedures are set out in Section D, and support pathways are set out in Section E.

Professional Curiosity and Inclusive Practice

Staff must remain professionally curious and consider whether a child's behaviour or circumstances indicate harm that has not been disclosed.

Staff must be alert to bias, stereotyping and adultification. Cultural awareness should support respectful practice but must not discourage professional challenge or delay safeguarding action.

Children with SEND, communication needs or other additional vulnerabilities may require adapted reporting arrangements and support.

Working with Children, Families and Safeguarding Partners

We will use accessible opportunities for pupil voice to understand where and when children feel safe or unsafe.

Parents and carers will be involved where safe and appropriate, but their involvement must not delay protective action or place a child or another person at greater risk.

We will work with safeguarding partners and other relevant organisations to share information, assess risk, coordinate support and disrupt opportunities for abuse or exploitation.

Review of Contextual Safeguarding Arrangements

The DSL and senior leaders will review contextual safeguarding information regularly and after significant incidents. The review will consider whether:

- identified risks have changed
- safeguarding responses are improving children's safety
- children know how and where to seek help
- staff training reflects current risks
- the curriculum addresses relevant local and online concerns
- supervision and environmental arrangements remain appropriate
- further action or multi-agency support is required

Relevant findings will inform the child protection policy, safeguarding training, curriculum planning, pastoral support and wider school procedures.

Identified curriculum needs will inform Section J: Safeguarding and Preventative Education.

Section H – Child-on-Child Abuse and Harmful Sexual Behaviour

At Bramcote C of E Primary School we recognise that children can abuse other children and that this can happen inside or outside school, including online. Child-on-child abuse will always be treated as a safeguarding concern. We maintain an attitude of **"it could happen here"**, even where no incidents have been reported. Abuse will never be tolerated, minimised or dismissed as banter, having a laugh, part of growing up or boys being boys. Our response will always prioritise the safety and welfare of all children involved and take account of their wishes, feelings, vulnerabilities and the wider contextual factors that may be influencing behaviour.

Child-on-child abuse can take many forms, including:

- bullying, including cyberbullying and prejudice-based bullying;
- physical abuse;
- emotional or psychological abuse;
- sexual harassment, sexual violence and harmful sexual behaviour;
- abuse within intimate relationships between children;
- online abuse, exploitation and technology-facilitated harm;
- misuse of social media, gaming platforms and generative artificial intelligence (AI), including the creation or sharing of manipulated, synthetic or harmful content.

The school adopts a trauma-informed, strengths-based and contextual safeguarding approach, recognising that children who harm others may themselves have experienced abuse, neglect, exploitation or other vulnerabilities.

Detailed guidance on:

- recognising indicators of child-on-child abuse;
- harmful sexual behaviour;
- sexual harassment and sexual violence;
- nudes and semi-nudes;
- technology-assisted abuse and AI-generated content;
- reporting procedures;
- risk assessments;
- support for children affected by abuse; and
- preventative education and curriculum provision

is contained within the school's separate **Child-on-Child Abuse Policy**, which should be read alongside this Safeguarding and Child Protection Policy.

Reporting Concerns

All concerns regarding child-on-child abuse, harmful sexual behaviour or technology-facilitated abuse must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL and recorded in accordance with the school's safeguarding procedures. Staff must follow the reporting procedures outlined in Section D of this policy and the school's Child-on-Child Abuse Policy.

Prevention

The school seeks to prevent child-on-child abuse through effective safeguarding practice, staff training, a strong safeguarding culture, an age-appropriate RSHE curriculum, online safety education, behaviour expectations and the promotion of respectful relationships. Further details are set out within the school's Behaviour Policy, RSHE Policy and Child-on-Child Abuse Policy.

Section I - Online Safety

At Bramcote Church of England Primary School, online safety is an integral part of safeguarding and child protection. We recognise that technology plays an important role in children's lives and learning, but can also expose them to abuse, exploitation, harmful content and other safeguarding risks. Concerns arising online will be treated in the same way as any other safeguarding concern and managed in accordance with this policy.

In line with Keeping Children Safe in Education (KCSIE) 2026, staff are aware of the four categories of online risk:

- **Content:** exposure to illegal, harmful or inappropriate content.
- **Contact:** harmful interaction with adults, peers or online services, including AI applications.
- **Conduct:** online behaviour which may increase the likelihood of harm to self or others.
- **Commerce:** risks associated with scams, phishing, gambling and financial exploitation.

The school maintains appropriate filtering and monitoring systems to help safeguard pupils when using school devices and networks. These arrangements are regularly reviewed and are designed to be proportionate to the age of pupils, the school context and identified safeguarding risks. Filtering and monitoring are important safeguarding tools but do not replace effective supervision, education and professional curiosity.

Staff must report any online safety concern to the Designated Safeguarding Lead (DSL) without delay. This includes concerns relating to online abuse, cyberbullying, grooming, exploitation, harmful content, inappropriate use of technology or concerns involving artificial intelligence (AI). Safeguarding concerns involving online activity will be recorded, assessed and managed through the school's safeguarding procedures.

The school recognises that emerging technologies, including generative artificial intelligence (AI), present both opportunities and risks. Staff and pupils are expected to use approved technologies responsibly and safely. Staff must not upload confidential, personal or safeguarding information into AI tools unless specifically authorised and compliant with school data protection requirements.

Online safety education forms part of the school's wider safeguarding curriculum and helps pupils to develop the knowledge, skills and resilience needed to use technology safely, responsibly and respectfully.

Further information can be found in the school's:

- Online Safety Policy
- Acceptable Use Agreements
- Mobile Phones and Smart Devices Policy
- Filtering and Monitoring Procedures
- Staff Code of Conduct
- Behaviour Policy and Anti-Bullying Policy.

Section J - Safeguarding and Preventative Education

At Bramcote C of E Primary School, safeguarding is embedded across the curriculum and wider school culture. We provide planned, progressive and age-appropriate education which helps children recognise risk, develop safe and respectful relationships, report concerns and seek help.

Our approach reflects statutory curriculum requirements, KCSIE 2026, local safeguarding priorities and the needs of our children.

Whole-School Approach

Safeguarding education is delivered through:

- Relationships, Sex and Health Education
- Personal, Social, Health and Economic Education
- Computing and Online safety
- Citizenship and other relevant curriculum subjects
- assemblies, workshops and themed activities
- pastoral support and targeted intervention
- wider school expectations, relationships and routines

Safeguarding messages will be reinforced through the curriculum, pastoral support and the conduct modelled by adults. We will promote respect and make clear that abuse, bullying, harassment, discrimination and violence are unacceptable.

Curriculum Content

Children will be taught, in an age-appropriate and accessible way, about matters including (but not limited to):

- healthy and respectful relationships, and consent
- personal boundaries, bodily autonomy and seeking help
- bullying, cyberbullying and prejudice-based behaviour
- child-on-child abuse and harmful behaviour
- domestic abuse and its impact on children
- online safety, digital resilience and responsible use of technology
- privacy, personal information and digital footprints
- harmful online contact, manipulation and exploitation
- generative AI, manipulated content, misinformation and disinformation
- criminal and financial exploitation, county lines and serious violence
- grooming, coercion and controlling behaviour
- radicalisation and extremism
- harmful practices, including female genital mutilation and forced marriage
- mental health, emotional wellbeing and resilience
- substance misuse and other risk-taking behaviour
- road, fire, water and personal safety
- how and where to report concerns and obtain support

We will not rely solely on individual lessons or one-off events. Safeguarding knowledge and protective behaviours will be developed and reinforced over time.

Curriculum Information and Related Policies

The RSHE curriculum is delivered through the Kapow Primary PSHE and RSHE programme and is supported by a range of school policies and procedures, including the Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, SEND Policy and Equality Information and Objectives. These documents are available on the school website or on request from the school office and provide further information about how relationships, health, wellbeing and safeguarding are promoted across the curriculum.

Detailed online safety arrangements are set out in Section I, and child-on-child abuse is addressed in Section H.

Local and Emerging Safeguarding Risks

The curriculum will be informed by:

- safeguarding concerns and patterns identified within our school
- children's views and experiences
- local safeguarding information
- relevant attendance, behaviour and online safety information
- advice from Nottinghamshire safeguarding services
- emerging national and online risks
- learning from safeguarding incidents, audits and practice reviews

Content will be updated where safeguarding information identifies new risks or gaps in children's knowledge. Our school-specific contextual concerns and responses are set out in Section G: Understanding Our Local Safeguarding Context.

Accessibility and Inclusion

Safeguarding education will be appropriate to children's ages and developmental stages and accessible to children with SEND, communication needs, health conditions or other additional vulnerabilities.

We will make reasonable adjustments and consider whether individual children require preparation, targeted teaching or additional support. Children will not be unnecessarily excluded from important safeguarding education.

Additional safeguarding barriers are addressed in Section F: Children Who May Be at Greater Risk of Harm.

Safe Delivery

Sensitive safeguarding topics will be taught by staff who have appropriate knowledge, confidence and support. Staff will:

- use accurate, age-appropriate and inclusive language
- establish clear expectations for respectful discussion
- avoid asking children to share personal experiences publicly
- remain alert to distress, questions or possible disclosures
- explain that confidentiality cannot be promised where a safeguarding concern arises
- report concerns without delay in accordance with Section D: Reporting Safeguarding Concerns

External speakers and organisations will be checked for suitability. Their materials and intended content will be reviewed in advance, and a member of staff will remain responsible for the session and for responding to any safeguarding concerns. Safeguarding arrangements for visitors and external providers

are set out in Section L.

Empowering Children to Seek Help

Children will be helped to understand:

- that abuse, neglect, exploitation, bullying and harassment are never their fault
- that unsafe or harmful behaviour should be reported
- who they can speak to at our school and how to report concerns
- what may happen after they raise a concern
- that they will be listened to, taken seriously and supported
- where they can obtain help outside our school

Trusted Adults and Reporting Concerns

Children are regularly reminded through RSHE lessons, assemblies, collective worship, safeguarding curriculum activities and daily school life about trusted adults they can speak to if they have a worry or concern. Pupils are taught how to access support within school, including the Designated Safeguarding Lead and other trusted staff, and are signposted to appropriate external sources of support where relevant. Adaptations such as visual prompts, social stories, communication aids, pre-teaching and personalised support are used to ensure that pupils with SEND or communication needs understand how to recognise concerns, report worries and seek help safely.

We will use pupil voice and other accessible feedback methods to understand whether children feel safe, know how to report concerns and have confidence in the response they will receive. The school's reporting arrangements are set out in Section A: Reporting Systems for Children.

Working with Parents and Carers

We will provide parents and carers with appropriate information about our safeguarding curriculum and relevant policies and support them to reinforce safeguarding messages at home.

We will consider their views while continuing to meet our statutory curriculum and safeguarding responsibilities. Concerns about curriculum content will be managed through our agreed procedures.

Staff Responsibilities

All staff should reinforce safeguarding messages through their teaching, conduct and interactions with children.

Staff responsible for planning or delivering the curriculum will ensure that content is accurate, progressive, accessible and appropriate to children's needs. They will respond appropriately to questions and disclosures, report concerns without delay and contribute to curriculum review.

Staff will receive appropriate training and guidance to support safe and effective delivery.

Review and Evaluation

We will review safeguarding and preventative education at least annually and sooner where statutory guidance, local or online risks, safeguarding information or learning from practice indicates that change is required. The review will consider whether:

- required content is taught progressively and accessibly

- children can recognise risks and identify sources of help
- staff are confident and appropriately supported
- resources and external providers remain suitable

Monitoring, Review and Evaluation

The Headteacher, working alongside the PSHE/RSHE Subject Leader and Designated Safeguarding Lead, is responsible for leading the annual review of this policy. The impact of RSHE provision will be evaluated through pupil voice activities, learning walks, planning reviews, book scrutiny, curriculum monitoring and safeguarding reviews. Findings will be reported to senior leaders and the Governing Body through regular monitoring and evaluation processes to ensure that the curriculum remains effective, compliant and responsive to pupils' needs.

Section K – Concerns and Allegations About Adults

At Bramcote C of E Primary School all concerns about adults working in or on behalf of our school will be reported promptly and managed fairly and consistently in accordance with Part four of KCSIE 2026 and Nottinghamshire procedures.

This section applies to staff, supply staff, trainee teachers, volunteers, contractors and other adults working in or on behalf of our school. Concerns may meet the harm threshold or may be low-level concerns.

Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold where an adult working in or on behalf of our school has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

The final criterion may apply where behaviour outside our school raises concerns about the adult's suitability to work with children. This is known as transferable risk.

Staff must report allegations immediately and must not investigate the matter, question witnesses or discuss it with colleagues.

Reporting Allegations

Allegations about a member of staff, supply staff, trainee teacher, volunteer or contractor must be reported immediately to the Headteacher, who will normally act as the case manager.

Where the allegation concerns the Headteacher or Principal, it must be reported to the Chair of Governors. Where there is a conflict of interest, the concern must be reported directly to the Local Authority Designated Officer (LADO).

Reporting Concerns About Adults

Bramcote C of E Primary School promotes a culture of openness where all staff, volunteers and governors are expected to report safeguarding concerns, allegations or low-level concerns about adults working in or on behalf of the school. Concerns should be reported to the Headteacher or DSL. Where the concern relates to the Headteacher, or there is a conflict of interest, it should be reported to the Chair of Governors. Staff who feel unable to use these routes may raise concerns through the school's Whistleblowing Procedure. All concerns are taken seriously, recorded appropriately and acted upon without delay.

The case manager will contact the LADO without delay and before beginning an internal investigation. Where there is an immediate risk to a child, appropriate action must be taken to secure the child's safety and contact the police or children's social care. Any safeguarding concern about a child arising from the allegation must also be managed in accordance with Section D.

For more information: [LADO Referral](#)

Initial Response and Case Management

The case manager will:

- ensure that the child is safe and appropriately supported
- record the concern accurately and preserve relevant information
- consult the LADO and follow the advice provided
- consider whether the police or children's social care should be involved
- consider the support required by the adult subject to the allegation
- maintain appropriate confidentiality
- ensure that decisions, actions and reasons are recorded

The welfare of the child is the priority. The process must also be fair to the adult who is the subject of the allegation. The case manager will not inform the adult of the details of the allegation until this has been agreed with the LADO and, where involved, the police or children's social care.

Supply Staff, Contractors and Trainee Teachers

We will not stop using an individual solely to avoid managing an allegation.

Where the adult is supplied or employed by another organisation, we will inform the organisation, consult the LADO and agree respective responsibilities. The employer may undertake its own employment or disciplinary process, but we remain responsible for managing the safeguarding allegation.

Allegations concerning trainee teachers will be managed through the same procedures, with the employing organisation or training provider involved according to the trainee's status. Their checking and induction arrangements are set out in Section L.

Suspension and Alternative Arrangements

Suspension is not automatic. The case manager will consider the risk to children and whether it can be managed safely through changed duties, additional supervision, redeployment or other temporary arrangements.

The LADO and, where relevant, the police or children's social care will be consulted before a decision is made. The decision and reasons will be recorded.

Where suspension is necessary, the adult will receive appropriate information, an identified contact and support.

Supporting Children and Adults

We will consider the support required by the child, their parents or carers and any other affected children. This may include a trusted adult, pastoral or specialist support, safety planning, appropriate information and protection from bullying or intimidation.

The child's wishes and feelings will be considered, although information may be restricted where disclosure could prejudice an investigation or affect another person's rights.

The adult subject to the allegation will be treated fairly, given appropriate information and support and advised to seek assistance from their trade union, professional association or another independent source.

Confidentiality

Information will be shared only with those who need it to safeguard children, support those involved or manage the allegation. All parties must maintain confidentiality and must not share information through social media or with the wider school community.

We will follow statutory restrictions on publishing information which may identify a teacher who is the subject of an allegation before they are charged, unless those restrictions are formally lifted.

Communication with parents, carers, staff or the wider community will be agreed with the LADO and, where involved, the police or children's social care.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Outcomes and Record Keeping

The outcome of an allegation will be recorded using the terminology set out in KCSIE 2026:

- substantiated: there is sufficient evidence to prove the allegation;
- malicious: there is sufficient evidence to disprove the allegation and evidence of a deliberate act to deceive or cause harm;
- false: there is sufficient evidence to disprove the allegation;
- unsubstantiated: there is insufficient evidence either to prove or disprove the allegation; or
- unfounded: there is no evidence or proper basis supporting the allegation.

We will retain a clear and comprehensive summary of the allegation, how it was followed up, decisions made, the outcome and any learning arising from the case. Records will be retained securely in accordance with KCSIE 2026 and our retention arrangements. Employment references must be accurate, fair and not misleading.

Referrals to the DBS and Teaching Regulation Agency

Our school has a legal duty to refer an individual to the Disclosure and Barring Service where the statutory referral criteria are met, including where the person has been removed from regulated activity because they have harmed or pose a risk of harm to a child. Resignation, retirement, settlement or the end of a contract does not remove this duty.

Where a teacher has been dismissed or would have been dismissed for serious misconduct, our school will consider referral to the Teaching Regulation Agency. We will also consider referrals to any other relevant professional or regulatory body.

For more information: [Making barring referrals to DBS](#), [Teacher misconduct \(referral form\)](#) and [Teaching Regulation Agency](#)

Low-Level Concerns

A low-level concern is any concern about an adult's behaviour towards a child that:

- is inconsistent with the Staff Behaviour Policy or Code of Conduct
- does not meet the harm threshold or is not otherwise serious enough to require referral to the LADO
- may arise from conduct inside or outside work

"Low-level" does not mean insignificant. Examples may include overfamiliarity, favouritism, inappropriate communication, unauthorised photography, humiliating language or failure to maintain professional boundaries.

Low-level concerns may arise from suspicion, a complaint, a disclosure, something witnessed by a member of staff or information identified through checks or safeguarding processes.

Professional conduct and ongoing-suitability expectations are addressed in Section L: Ongoing Suitability and the Staff Behaviour Policy or Code of Conduct.

Reporting and Responding to Low-Level Concerns

All low-level concerns must be reported promptly through our school's agreed procedure.

Low-Level Concerns

Low-level concerns about adults working in or on behalf of the school should be reported to the Headteacher. Where the concern relates to the Headteacher, it should be reported to the Chair of Governors. All low-level concerns are recorded in writing, managed confidentially and reviewed to identify any patterns of behaviour that may require further action or referral to the LADO.

The person receiving the concern will:

- record the details clearly and confidentially
- determine whether the concern may meet the harm threshold and seek advice from the LADO where there is doubt
- consider whether the Staff Behaviour Policy or Code of Conduct has been breached
- identify any appropriate management, support, training or disciplinary action

- review previous concerns to identify possible patterns

Where a pattern is identified, or the concern becomes more serious, our school will consider whether the harm threshold is met and whether referral to the LADO or another service is required.

Our school encourages staff to share self-referrals where they believe they may have acted in a way that could be misinterpreted, fell below expected professional standards or placed themselves in a situation which could appear compromising.

Whistleblowing

Staff who have concerns about poor or unsafe safeguarding practice should use our school's Whistleblowing Policy.

Where staff feel unable to raise a concern internally or believe that a genuine safeguarding concern is not being addressed, they may contact the NSPCC Whistleblowing Advice Line via telephone at 0800 028 0285 or via email at help@nspcc.org.uk.

Whistleblowing arrangements do not replace the requirement to contact children's social care or the police where a child may be at risk of harm or in immediate danger.

Learning Lessons

At the conclusion of a case, the case manager and LADO will consider whether changes are required to safeguarding procedures, staff training, professional conduct expectations, supervision, recruitment or the school's safeguarding culture.

Learning will be shared appropriately while maintaining confidentiality. The governing body will receive suitable assurance that identified actions have been completed. Any required changes to induction or training will be addressed through Section M.

Section L - Safer Working Arrangements

At Bramcote C of E Primary School, we maintain safer working arrangements to ensure that adults working with children are appropriately selected, checked, inducted and supervised.

These arrangements apply according to the adult's role, responsibilities and contact with children and should be read alongside our safer recruitment, staff behaviour, visitor, educational visits, alternative provision and reasonable force procedures.

Safer Recruitment

Our school follows Part three of Keeping Children Safe in Education 2026 and will include:

- clear safeguarding expectations in recruitment materials
- scrutiny of applications, employment history, references and any gaps or inconsistencies
- appropriate safeguarding questions and online searches for shortlisted candidates
- all identity, qualification, right-to-work, prohibition, direction, DBS and barred-list checks required for the role
- involvement of at least one person who has completed appropriate safer recruitment training

Required checks will be completed and recorded before an adult begins unsupervised work with children. Recruitment information will be handled securely and retained in accordance with our procedures.

For more information: [KCSIE 2026, Part 3](#)

Single Central Record

Our school will maintain an accurate and up-to-date Single Central Record covering the individuals and checks required by KCSIE 2026.

Responsibility for maintaining the record rests with Maddie White. The record will be checked by Victoria Brown, Safeguarding Governor at appropriate intervals as part of our school's safeguarding assurance arrangements. The Single Central Record supports assurance but does not replace the underlying evidence, risk assessments or safer recruitment procedures.

For more information: [Check a teacher's record](#) and [KCSIE 2026, Part 3](#)

Ongoing Suitability

Safer recruitment continues after appointment. Staff must maintain appropriate professional boundaries and disclose any change in circumstances that may affect their suitability in accordance with the Staff Behaviour Policy or Code of Conduct.

We will consider further checks or a suitability review where a role changes, an individual moves into regulated activity, there is a significant break in service or relevant information raises concerns.

Concerns about an adult will be managed under Section K: Concerns and Allegations About Adults.

Regulated Activity and Volunteers

We will determine whether a role is regulated activity by considering the nature, frequency and circumstances of the work. The previous supervision exemption must not be relied upon where an activity now falls within the current definition of regulated activity. Before a volunteer begins work, we will assess and record:

- the activity and its frequency
- whether it is regulated activity
- the children's ages and needs
- the level of contact and supervision
- the checks permitted and required by law

An enhanced DBS check, including children's barred-list information where legally required, will be obtained for volunteers engaging in regulated activity. A barred person must not be permitted to undertake regulated activity.

Supply Staff, Agency Staff and Trainee Teachers

We will obtain written confirmation that the required checks have been completed for supply and agency staff and will verify each person's identity on arrival.

Checks for trainee teachers will reflect whether they are employed by the school or placed through a training provider. Responsibility for checks will be confirmed before the placement begins.

Supply staff, agency staff and trainee teachers will receive safeguarding information proportionate to their role, including reporting routes, staff behaviour expectations and emergency procedures.

Contractors and Self-Employed Individuals

Contractors and self-employed individuals will be checked and supervised according to their role, whether the work is regulated activity and their opportunity for contact with children.

Contractual arrangements will identify responsibility for checks and written assurance. We will verify identity on arrival and will not permit an individual to have unsupervised access to children unless appropriate checks have been completed.

Where a self-employed person requires a DBS check and cannot obtain one through another organisation, we will arrange the appropriate check where permitted.

Visitors and Visiting Professionals

Visitor arrangements are managed in accordance with the school's Visitors and VIPs Guidance. All visitors must sign in, wear identification, follow safeguarding procedures and comply with the school's expectations for conduct, supervision, site security and emergency procedures. Any concerns regarding a visitor are managed in line with this Child Protection Policy and the school's allegations management procedures

External Providers and Use of Premises

Where our premises are used by an external provider working with children, we will seek assurance that appropriate safeguarding and child protection arrangements are in place.

Hire, lease or transfer-of-control agreements will identify safeguarding responsibilities, liaison and reporting arrangements. We will act where a provider fails to meet these requirements, including ending the arrangement where necessary.

Safeguarding concerns arising during externally managed activities should be reported to the provider and through our safeguarding procedures where appropriate. Where we arrange or supervise the activity, our child protection procedures apply.

For more information: [Out-of-school settings: safeguarding guidance for providers](#)

Educational Visits, Homestays and Residential Arrangements

Safeguarding will be considered when planning educational visits, exchanges, homestays, residential activities and overnight accommodation.

Risk assessments will consider children's needs and vulnerabilities, staffing and supervision, transport and accommodation, medical needs, personal devices, professional boundaries and procedures for reporting concerns away from school.

Required checks will be completed for adults undertaking regulated activity. Where children stay with host families, we will follow the safeguarding and checking requirements in KCSIE 2026 and private fostering legislation.

Educational visits, residential experiences and learning outside the classroom are planned and delivered in accordance with the school's Educational Visits Policy, Nottinghamshire County Council guidance and safeguarding requirements. Safeguarding is an integral part of the planning process and includes appropriate risk assessments, supervision arrangements, medical needs, emergency procedures and arrangements for managing safeguarding concerns.

All visits are approved by the Headteacher and led by suitably trained staff. Residential visits and higher-risk activities are subject to additional planning, approval and safety measures. Where external providers are used, the school seeks appropriate assurances regarding safeguarding, health and safety and insurance arrangements before the visit takes place.

Safeguarding concerns arising during an activity must be managed in accordance with Section D.

For more information: [Health and safety on educational visits](#)

Reasonable Force and Restrictive Interventions

Our school does not operate a blanket “no contact” policy, as this could prevent staff from protecting a child, providing appropriate support or managing an immediate risk safely.

In all instances, staff will aim to de-escalate and contain a situation without the use of force. Staff may use reasonable force only where lawful, necessary and proportionate. Any force used must be no more than necessary and for the least amount of time. When considering or using reasonable force, staff will:

- prioritise prevention and de-escalation
- consider the child’s age, SEND, health, communication and mental health needs
- use the least restrictive response available
- protect the child’s dignity
- seek medical assistance where required
- record and report the incident promptly
- inform parents or carers where appropriate
- review whether safeguarding concerns or further support are required

Restrictive intervention must never be used as punishment, to cause pain or merely to secure compliance. Planned interventions should be reflected in an appropriate support, behaviour or risk-management plan and reviewed regularly.

The school promotes a restorative, relationship-based approach to behaviour that supports pupils' wellbeing, self-regulation and positive relationships. The Behaviour Policy sets out the school's expectations, rewards, consequences and graduated responses to behaviour, alongside arrangements for individual support plans and risk assessments where required.

The use of reasonable force and restrictive physical intervention is detailed within the Restrictive Practice and Physical Intervention Policy. Restrictive intervention will only be used as a last resort, when necessary

and proportionate to prevent harm to a pupil or others. Any use of reasonable force is recorded, reported to parents and reviewed in accordance with safeguarding procedures and statutory guidance.

Where a pupil presents ongoing behavioural or safety concerns, the school may implement a Personal Safety Plan, Safety Passport, Individual Behaviour Plan or risk assessment to support safe, inclusive practice and reduce the need for restrictive intervention. These arrangements are developed in partnership with parents, staff and relevant professionals.

Where an intervention raises a safeguarding concern about a child or adult, staff must follow Section D or Section K, as appropriate.

For more information: [Use of reasonable force in schools](#) and [Reducing the need for restraint and restrictive intervention](#)

Alternative Provision

Where we commission alternative provision, we retain responsibility for safeguarding the child.

Before placement, we will obtain written assurance about the provider's safeguarding arrangements and required checks, confirm where the child will be educated, share relevant safeguarding information and agree attendance, welfare and reporting arrangements.

We will maintain contact with the child and provider, monitor attendance and suitability and review the placement at least half-termly. We will act immediately where concerns arise and end the placement if it is no longer safe or suitable.

The provider must notify us of changes to staffing, location, ownership or delivery which may affect the child's safety or the placement's suitability. Further safeguarding expectations are set out in Section F: Children Receiving Alternative Provision and our Alternative Provision procedures.

Safeguarding Briefing and Conduct

Adults working in or on behalf of our school will receive safeguarding information proportionate to their role, including the identity of the DSL and deputies, reporting routes, conduct expectations and emergency procedures.

All adults must follow our safeguarding arrangements and report concerns without delay. Failure to comply may result in removal from the premises, termination of an activity or contract, disciplinary action or referral to a relevant agency or professional body.

Section M - Safeguarding Training and Policy Implementation

At Bramcote C of E Primary School, we ensure that staff, governors, trustees and volunteers have the safeguarding knowledge and confidence required for their roles.

Training will reflect KCSIE 2026, Working Together 2026, Nottinghamshire procedures, the needs of our children and relevant local or emerging risks.

Safeguarding Induction

All staff will receive safeguarding and child protection training, including online safety, at induction.

Induction will be appropriate to their role and will include:

- this Child Protection Policy, Staff Behaviour Policy or Code of Conduct, Behaviour Policy and all other applicable safeguarding policies and procedures
- the identity and role of the DSL and deputies, and our school's safeguarding cover arrangements
- how to recognise, report and record concerns about a child
- how to report concerns and allegations about adults, low-level concerns and whistleblowing arrangements
- online safety and staff responsibilities for filtering and monitoring

Supply staff, trainee teachers, volunteers, contractors and other adults will receive safeguarding information proportionate to their role, responsibilities and contact with children.

Staff are responsible for reading and following the current policy and must seek advice from the DSL where they are unclear about a safeguarding responsibility or procedure.

All new staff, volunteers and regular contractors receive a structured induction in line with the school's Staff Induction Policy. The Headteacher has overall responsibility for induction, which includes safeguarding, child protection procedures, staff conduct, behaviour management, whistleblowing and statutory guidance. Completion and understanding are recorded through induction and safeguarding checklists, training records and, where appropriate, probation review documentation.

Induction will direct staff to the responsibilities and procedures in Sections C, D, I and K.

Staff Training and Updates

All staff will receive safeguarding and child protection training which is regularly updated and appropriate to their role. They will also receive safeguarding updates as required and at least annually. Training will include, where relevant:

- recognising and responding to abuse, neglect, exploitation and other concerns
- reporting, referrals, information sharing and confidentiality
- Early Help, Family Help and multi-agency working
- children who may be at greater risk of harm
- child-on-child abuse and domestic abuse
- online safety, generative AI, filtering and monitoring
- children absent from education, mental health and exploitation
- concerns about adults, whistleblowing and professional boundaries
- changes to statutory guidance, local procedures and emerging risks

Training will reflect our local context and learning from incidents, complaints, audits and practice reviews.

All staff will receive updated training annually on the first Admin Day at the beginning of the new school year. If there are any staff absent or unable to attend, rearranged training will be delivered on another date as close to the beginning of term as possible.

DSL and Deputy DSL Training

The DSL and deputies will receive safeguarding and child protection training appropriate to their role at least every two years. Their knowledge and skills will be updated at regular intervals, and at least annually, through training, briefings, professional networks, e-bulletins and other relevant learning. Their training and professional development will support them to:

- understand assessment, referral and child protection processes
- apply Nottinghamshire thresholds and escalation procedures
- contribute effectively to Family Help and multi-agency working
- understand information-sharing and record-keeping responsibilities
- support children who may be at greater risk of harm
- manage child-on-child abuse concerns
- understand online safety and filtering and monitoring systems
- manage safeguarding concerns about adults
- support and advise staff
- keep safeguarding policies and practice under review

The Headteacher will ensure that DSLs and deputies have the time, funding, resources and support required to maintain their knowledge and carry out their responsibilities effectively.

The responsibilities attached to these roles are set out in Section C: Designated Safeguarding Lead and Deputy DSLs and Safeguarding Cover.

Governor and Trustee Training

Governors and trustees will receive safeguarding and child protection training at induction which is regularly updated. This will support them to understand their strategic responsibilities, provide effective challenge and assure themselves that safeguarding arrangements are effective.

Training will include KCSIE 2026, safer recruitment, concerns about adults, online safety, filtering and monitoring, children who may be at greater risk of harm and oversight of safeguarding practice.

The governor with responsibility for safeguarding will receive additional training appropriate to the role. This does not remove responsibility from the governing body .

Strategic safeguarding responsibilities are set out in Section C: Governing Body, Trust Board or Proprietor.

Training Records and Evaluation

We will maintain an accurate record of safeguarding training, including:

- the participant's name and role
- the training completed and date
- the provider
- any renewal or update date
- action taken where training was missed

Responsibility for maintaining the training record rests with Matthew McCallion, DSL. Training records will be reviewed to identify gaps, overdue updates and additional learning needs.

We will evaluate whether training is understood and improving practice through staff feedback or knowledge checks, the quality of safeguarding records, learning from incidents and audits, feedback from children and assurance activity by leaders and governors.

Where weaknesses are identified, additional training, supervision, guidance or procedural changes will be provided.

Monitoring Implementation

The Headteacher and Governing body will seek assurance that this policy is understood and effective in practice. Monitoring will consider:

- safeguarding concerns, referrals, records and outcomes
- children's understanding of reporting systems
- staff training, confidence and compliance
- DSL availability and safeguarding cover
- online safety, safer recruitment and concerns about adults
- alternative provision and external providers
- actions arising from audits, incidents and practice reviews

The Headteacher and Designated Safeguarding Lead provide regular safeguarding reports to senior leaders and governors. Safeguarding arrangements, policies, training, audits and procedures are reviewed throughout the year, with findings informing school improvement actions and the annual safeguarding policy review. Governors receive regular assurance that safeguarding requirements are being met and that any issues identified are addressed promptly.

The policy will be reviewed at least annually and sooner where statutory guidance, Nottinghamshire procedures, our school's arrangements or learning from practice indicate that changes are required.

Concerned for a child's welfare in and outside of school?

Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to presentation

A child makes a disclosure

- **Listen calmly and attentively**, allow them to speak freely and reassure them that they have made the right choice
- **Use open-ended questions** ("Can you tell me what happened?") and **avoid leading or investigative questions**
- **Reassure them** that they are being taken seriously and will be supported
- **Do not promise confidentiality** — explain that you must share the information to keep them safe
- **Avoid physical comfort gestures** unless **clearly** appropriate.
- **Do not ask the child to write a statement or sign your notes**
- **Record the child's exact words** and any wishes or feelings expressed on paper
- **Report verbally to the DSL** or SLT in DSL's absence and **write up the conversation as soon as possible**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL

DO NOT DELAY. Take any immediate actions necessary if a child is in immediate danger and call the police on 101

Discussing concerns with DSL

- DSL to consider further actions and make necessary decisions
- If unsure call **MASH Consultation Line** for advice: **0115 977 427** (details not to be shared, this is an advice line)
- Concerns, discussion, decisions and reasons for decision should be recorded in writing
- "Confidential concerns" or "Child protection file" should be opened and filed in line with school procedures
- At all stages, the child's circumstance should be kept under review. Re-refer to relevant referral point if circumstances do not improve.

Still concerned in school time?

- Make MASH referral:
0300 500 80 90
- If safe, call Early Help:
0115 804 1248
- Have all child/families personal details to hand

Out of hours concern?

- Out of hours emergency
duty team: 0300 456 45 46

**Safeguarding concern
resolved/no longer held**

- Decide on action needed to support child
- Implement any actions and support plans
- Record decisions and ensure follow ups take place

Record all decisions and actions,
working to agreed outcomes and
within timescales.

Escalate any emerging
threats/concerns by adopting NSCP
procedures

**Consult with child and family if
necessary**

- Agree support and refer to
guidance "Pathway to
Provision"

**Allegations/Concerns regarding adults?
(paid or volunteer)**

- Call LADO: **0115 804 1272**
- Call NSPCC Whistle Blowing: **0800 028 0285**

Guidance for Using Body Maps to Record Observations of Physical Injury

Where appropriate, **medical assistance should be sought without delay.**

Body maps are a tool to help staff accurately document and illustrate visible signs of harm or physical injury. They should be used in conjunction with the school's safeguarding recording procedures.

- Always use a **black ink pen** (not pencil), and **do not use correction fluid or erasers.**
- **Do not remove clothing** to examine injuries unless the area is already exposed due to treatment or the child's clothing naturally allows visibility.
- **Staff must not take photographs** of any injuries or marks on a child's body under any circumstances. Doing so may result in the staff member being subject to **managing allegations procedures.** Use the body map provided to record observations in line with this guidance.
- **All concerns must be reported and recorded immediately** to the appropriate safeguarding services, such as the **Multi-Agency Safeguarding Hub (MASH)** or the child's allocated **social worker** if the case is already open to children's social care.

When recording an injury, aim to include the following details for each mark observed (e.g. bruises, cuts, swelling, burns, scalds, lacerations):

- **Exact location** on the body (e.g. upper outer arm, left cheek)
- **Size** of the injury (in centimetres or inches)
- **Shape** of the injury (e.g. round, linear, irregular)
- **Colour** of the injury (note if multiple colours are present)
- Whether the **skin is broken**
- Presence of **swelling**, either at the site or elsewhere
- Any **scabbing, blistering, or bleeding**
- Whether the injury appears **clean or contaminated** (e.g. grit, fluff)
- Any **restriction in mobility** due to the injury
- Whether the site feels **warm to the touch**
- Whether the child appears **feverish or in pain**
- Any changes in the child's **posture or body movement**

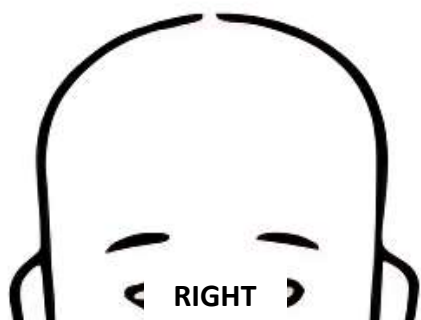
The **date and time** of the observation must be clearly recorded, along with the **name and role** of the person completing the record. Additional comments may be added where relevant.

Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

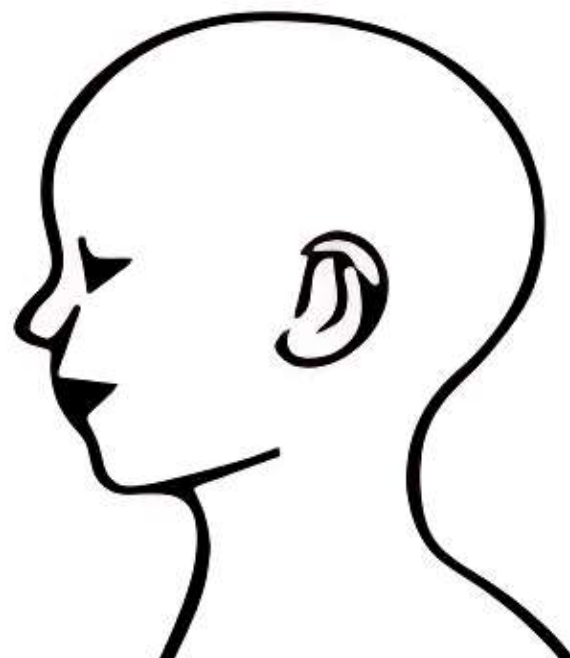
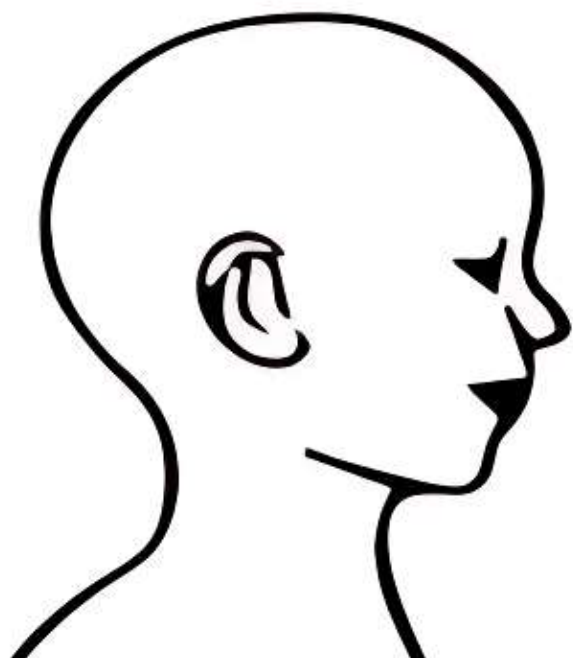
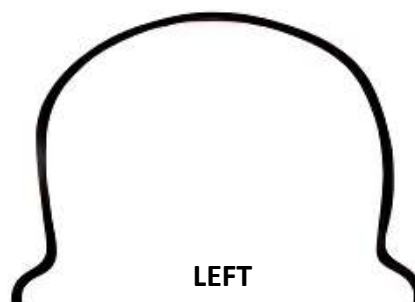
If **First Aid** is administered, this should be recorded appropriately.

A completed body map should be stored securely within the child's **child protection file**.

FRONT

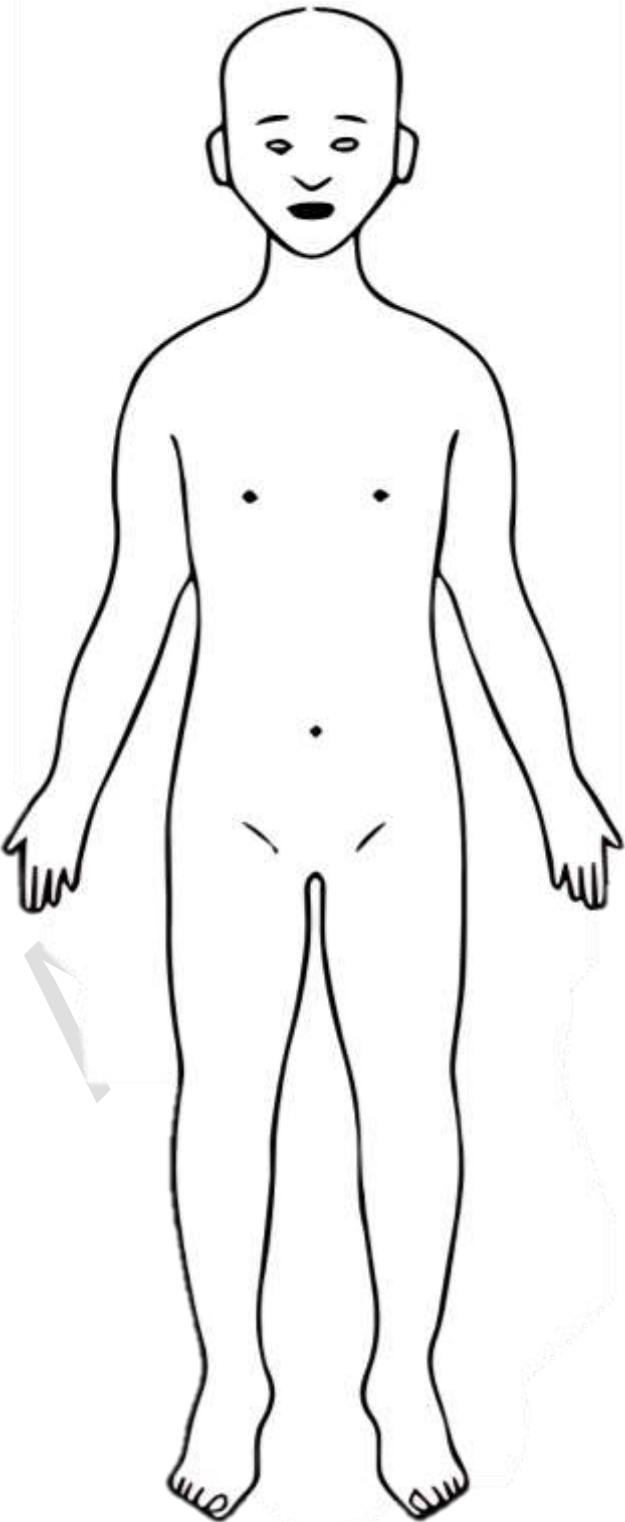


BACK

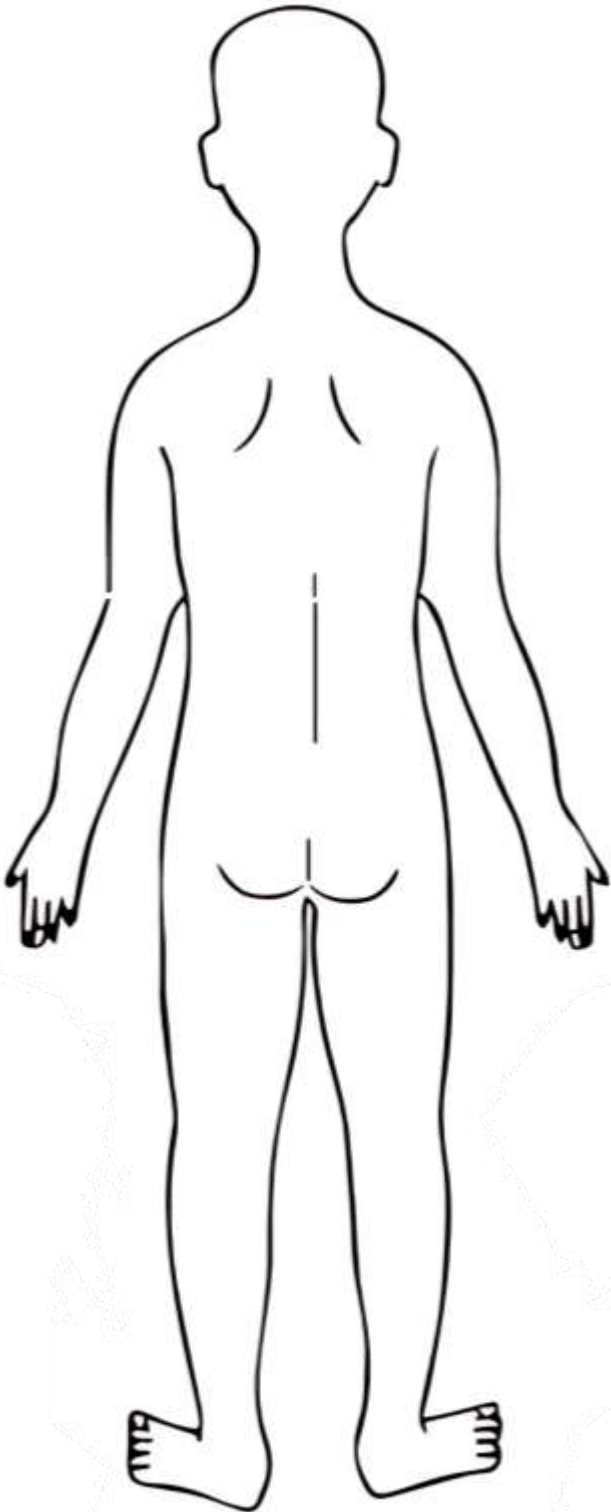


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

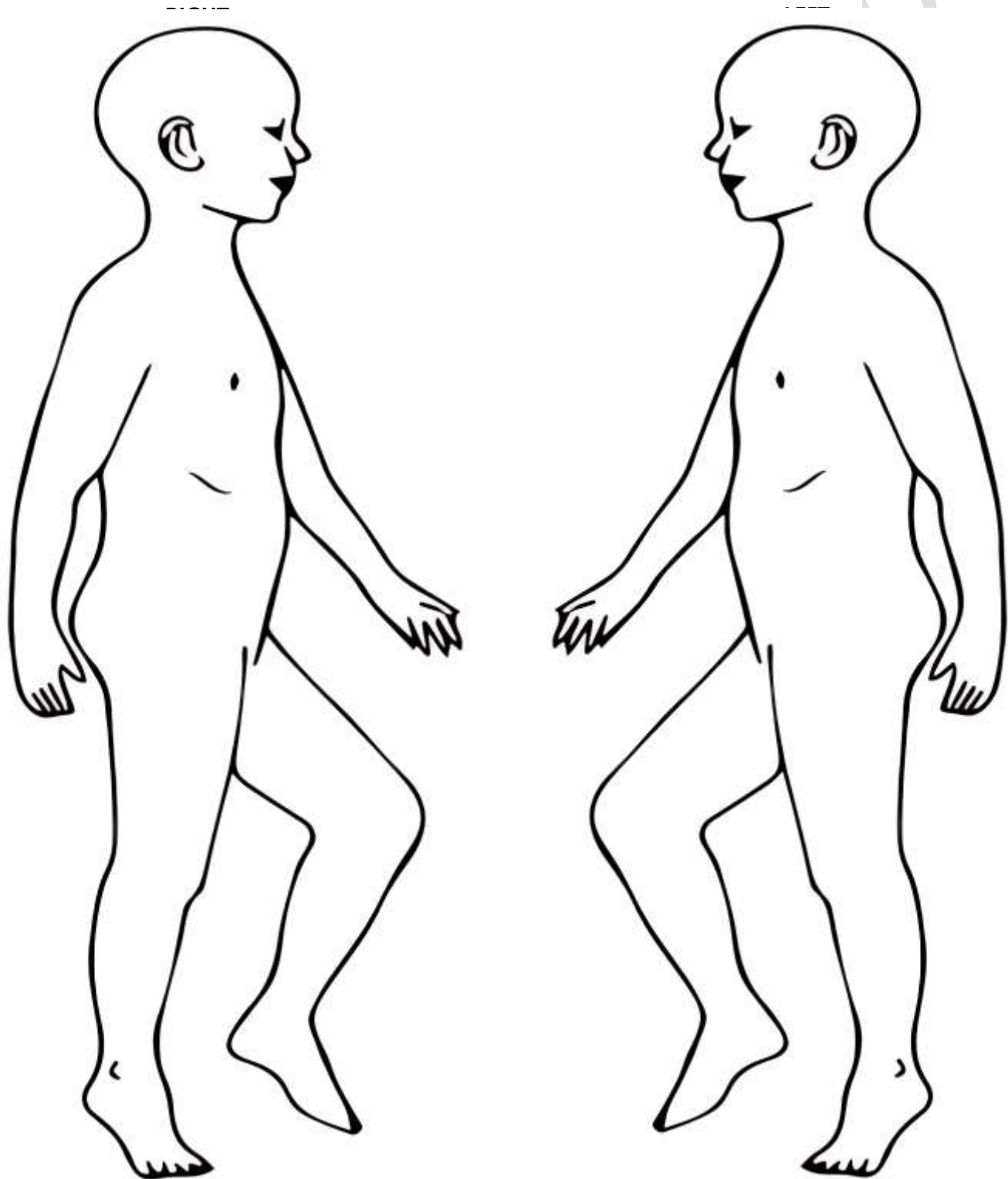
FRONT



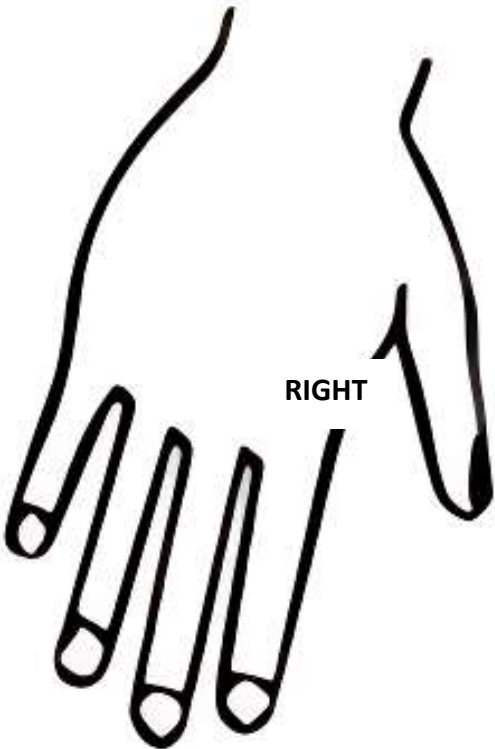
BACK



Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

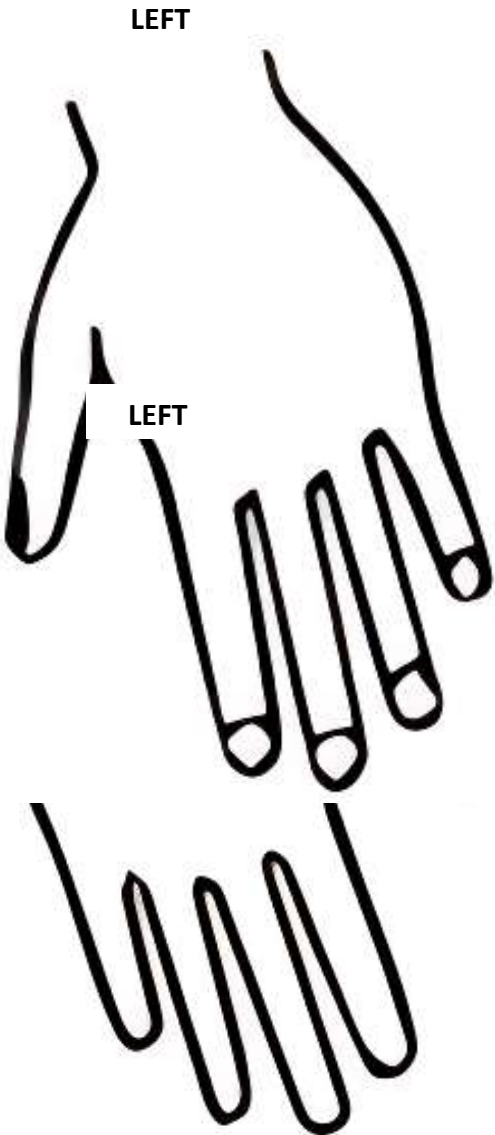


Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		



RIGHT

BACK OF
HANDS



LEFT



RIGHT

PALMS

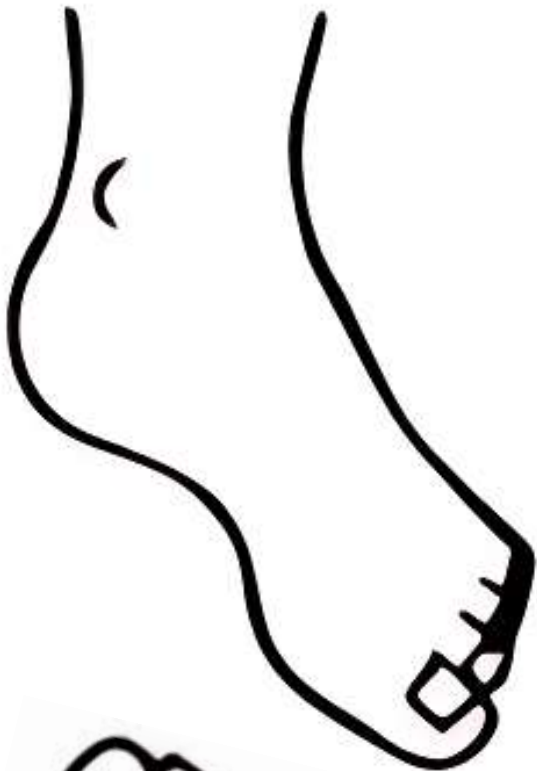
LEFT

Names for child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Name of school/college:		
Date and time of observation:		

RIGHT



TOP OF
FEET



BOTTOM
OF FEET



RIGHT



LEFT