The Federation of Mellers Primary School and Nottingham Nursery

Safeguarding / Child Protection Policy
The Federation of Mellers Primary School and Nottingham Nursery School
September 2026

'Every opportunity to educate everyone forever'

Designated Safeguarding Lead	Lorna Dermody and Joy Buttress
Deputy Designated Safeguarding Leads	Laura Patel, Michelle Bramley, Senga Cannop, Rebecca Bryan, Nathan Godfrey-Walters, Rochelle Freestone-McDonald, Amanda Aram and Jo Burrows
Designated Teacher for CIC	Laura Patel
Safeguarding Governor	Rachael Braddock
Local Authority Designated Officer	LADO@nottinghamcity.gov.uk LADO enquiries: 0115 87 65166
Date policy approved by the Governing Body	September 2026
Date for Review	September 2027

Table of Contents

Section A – Contextual Safeguarding at The Federation of Mellers Primary School and Nottingham Nursery School 4
Section B – Policy introduction 7
Section C - Statutory duties that apply to schools 11
Section D – Aims and Responsibilities 14
Section E- Reporting concerns to the Designated Safeguarding Lead 21
Section F- Supporting pupils 22
Section G - Safeguarding as part of the Curriculum 26
Section H – Online Safety ..... **Error! Bookmark not defined.**
Section I - Working with parents/carers 28
Section J- Children in Care (previously known as LAC) and Children Previously in Care 28
Section K - Prevention in the Curriculum 29
Section L- Particularly Vulnerable Groups 30
Section M- Contextual safeguarding 39
Section N- Professional development and Training 39
Section O- Identification for visitors to school 41
Section P- Further guidance 41

Section A – Contextual Safeguarding at The Federation of Mellers Primary School and Nottingham Nursery School

Introduction

At Mellers Primary School and Nottingham Nursery, we are committed to providing a safe and supportive environment for all our students. Our approach to safeguarding extends beyond the school premises and considers the various contexts in which our students interact and experience their daily lives.

Contextual Safeguarding

Contextual safeguarding recognises that the risks children face are often beyond the control of their families and can occur in a variety of settings such as peer groups, schools, and neighbourhoods. Our school is dedicated to understanding and addressing these wider environmental factors that may pose a threat to the safety and well-being of our students.

At Mellers Primary School and Nottingham Nursery, we are aware of our main contextual safeguarding issues and use our curriculum to ensure all children are educated about them.

Contextual Concerns (detail below)	How school address it (detail below)
Domestic Abuse	• Annual staff training specifically focusing on aspects of DA • PSHE curriculum used throughout school (The story Project) F2 – Y6 • Links with other curriculum areas (e.g. English) • Links with organisations: Women's Aid, Juno and Imara
Anti-social behaviour, gang and knife crime	• Safeguarding assembly highlighting Childline contacts • Support from PCSO • Lessons delivered by Remedi to Y6 • Lessons taught to Year Six by The National Justice Museum • Support to families by our parent support worker (Senga Cannop)
Safety online	• The PSHE and computing curriculum • Themed Day on Internet Safety Day

	• Issues followed up with parents and carers immediately and support from Parent Support Worker given • Links shared of useful publications for parents to education around online safety
Mental Health	• Place2Be • MHST worker in school • Support from Nathan Godfrey-Walters (Learning Mentor)
Housing & Financial Hardship	• Links with local charities – Himah • Links to local church (All Souls) • Collaborate with Nottingham Forest Foundation • Mellers' Food Store • Provide free Breakfast for all • Signpost to appropriate organisations
Neglect	• Promote a culture or openness where children feel safe to share experiences with trusted adults • Promote a culture of safeguarding amongst staff which ensures vigilance and that all concerns are logged promptly and staff • understand that safeguarding is everyone's responsibility • Parent Support Worker (Senga Cannop) supports identified families and signposts to relevant agencies

Our Commitment

- We will work collaboratively with students, parents and the wider community to identify and mitigate safeguarding risks.
- We will provide training for all staff to recognise the signs of contextual risks and to respond appropriately.
- We will implement policies and procedures that address the unique safeguarding needs of our school community.

Our Approach

The Federation of Mellers Primary School and Nottingham Nursery adopts a holistic approach to safeguarding by:

- Conducting regular assessments of the various environments our students engage with.
- Building strong partnerships with local organisations and agencies to support our safeguarding efforts.
- Empowering students to speak out about their concerns and ensuring they know how to seek help.

Your Contribution

We encourage all members of our school community to contribute to our safeguarding efforts by staying informed, being vigilant, and working together to create a safe environment for everyone. If you have any concerns or suggestions, please do not hesitate to contact our safeguarding team Mellers Primary School: admin@mellers.nottingham.sch.uk, 0115 9151796 or Nottingham Nursery School: admin@nurseryschool.nottingham.sch.uk, 0115 9159090

Lorna Dermody (Headteacher)
Joy Buttress (Headteacher)
Laura Patel (Deputy Headteacher)
Michelle Bramley (School Business Manager)
Senga Cannop (Family Support Worker)
Rebecca Bryan (Lead of the Focus Provision for Deaf Children)
Nathan Godfrey Walters (Behaviour Lead)
Rochelle Freestone-McDonald (Early Years Practitioner)
Amanda Aram (Early Years' Practitioner)
Jo Burrows (Administrative assistant at Nottingham Nursery)

Conclusion

The safety and well-being of our students and our school community are our top priorities at The Federation of Mellers Primary School and Nottingham Nursery School. By adopting a contextual safeguarding approach, we aim to provide a comprehensive and effective safeguarding framework that addresses the diverse and dynamic risks faced by our students and is reflected within our Safeguarding Policy and other school-based documents and processes.

Thank you for your support and cooperation in keeping our school community safe.

Section B – Policy introduction

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping children safe in education 2026 (comes into force from 1 September 2026) , Help for early years providers : Changes to the EYFS framework from 1 September 2026 and Working together to safeguard children - GOV.UK and the Maintained schools governance guide . We comply with this and all other government legislation and guidance alongside arrangements agreed and published by our Local Safeguarding Children Partnership.

Other policies that may need to be considered are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour management and positive intervention*
- *Attendance (including children absent from education)*
- *Special needs*
- *Health and Safety*
- *Safer Recruitment*
- *Physical Intervention*
- *Online Safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Use of Mobile Phones and Cameras*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Children in Care / Previous Children in Care* ***(was known as Looked After Children / Previously Looked After Children)***
- *Equality*
- *Data Protection Policy*

Schools (including independent schools, non-maintained special schools, academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should ensure children are taught how to keep themselves and others safe, including online. Preventative education should be taught as part of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for discrimination, harassment and abuse of any kind. This will include a planned programme of evidence based RSHE that reflects the school's values and is delivered in regularly timetabled lessons as well as reinforced through the whole curriculum. The programme will be age and stage appropriate and fully accessible to all.

This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Local Safeguarding Children Partnership including:

Section 175 of the Education Act 2002 places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) Guidance for safer working practice for those working with children and young people in education settings February 2022

Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)

Children Missing Education – Statutory guidance for local authorities (DfE August 2024)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

Education and Training (Welfare of Children) Act 2021

Alternative Provision Guidance February 2025

Working together to improve school attendance - GOV.UK

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early years foundation stage for group and school based providers (DfE 2025)

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use policies for staff, students and visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children.

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to use their personal mobile phone during the school day, during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staffroom or school offices).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time, for personal reasons. For instance (this list is non-exhaustive):

For emergency contact by their child, or their child's school

In the case of acutely ill dependents or family members

The headteacher will decide on a case-by-basis whether to allow for special arrangements.

Staff must not use their personal mobile phones or any other personal electronic device to take photographs or recordings of pupils, their work, or anything else that could identify a pupil. If it's necessary to take photos or recordings as part of a lesson / school trip / activity, this must be done using school equipment.

School will also adhere to the most recent procedures and practice guidance published by the Local Safeguarding Children Partnership (LSCP). Where local safeguarding procedures provide additional guidance that complements national statutory requirements, schools are expected to follow those local procedures.

Section C - Statutory duties that apply to schools

Working Together to Safeguard Children 2026 & *Keeping Children Safe in Education* 2026

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2026.* This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after and previously looked after,
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- Ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children (including sexual violence and sexual harassment) and allegations against staff and volunteers
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school's senior leadership team and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education 2026, pages 71-104) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.
- The school will maintain a Single Central Record in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were

completed and will be regularly monitored to ensure compliance with statutory requirements. The record must cover the following people:
    - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
    - all others who work in regular contact with children in the school or college, including volunteers
    - for independent schools, including academies and free schools, all members of the proprietary body
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled 'Disqualification Under the Childcare Act 2006' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision
- relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.
- Keeping Children Safe in Education 2025, page 76, paragraph 271 also refers to disqualification: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018"
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- staff should be given mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare as well as how to manage a disclosure. Staff in schools and colleges should ensure that all staff read and understand at least part one of Keeping Children Safe in Education 2026.
- t here should be an ongoing programme of refresher training and updates to staff and volunteers about key safeguarding issues at least annually (**Keeping Children Safe in Education, 2026 – Part 1, pages 32–36, paragraph 128**), with suggested three-yearly *Introduction to Safeguarding and Child Protection* training for all staff (Nottingham City Safeguarding Children's Partnership recommendation)
- ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools' response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers at point of induction
- all professionals should have regular reviews of their own practice to ensure they improve over time

- the designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child's circumstances whenever new information arises
- all schools and colleges must be compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process
- Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit (Section 175/157 see footer*) and be engaged in multiagency processes and Serious Case Reviews (See Working Together to Safeguard Children 2023 (Chapter 2 p23 & chapter 3 p43), to be read in conjunction with DfE Keeping Children Safe in Education 2026;

- clear policies, in line with those from the safeguarding partners, for dealing with allegations against people who work with children in either a paid or voluntary capacity. This includes individuals or organisations who are using the school premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). For any safeguarding allegation, the school will follow its safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO) — **Keeping Children Safe in Education, 2026 – Part 4, pages 92–98, paragraph 374**.

  An allegation may relate to a person who works with children who has:

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

In addition:

The LADO will be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and

- if an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Paragraphs **436–457** of *Keeping Children Safe in Education (2026)* highlight the need for schools to have clear processes for managing low-level concerns that do not meet the harm threshold. The guidance emphasises the importance of robust record-keeping, proportionate responses, and early intervention, and states that understanding low-level concerns should be included in safeguarding training for all staff

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

To fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Section D – Aims and Responsibilities

At The Federation of Mellers Primary School and Nottingham Nursery School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to

the principles set out in Nottingham's Safeguarding Children Partnership Threshold of Need and Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance.

Effective safeguarding of children can only be achieved by putting children at the center of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2023 and Keeping Children Safe in Education 2026.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the Safeguarding Policy and the school's policy for safer recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with City MASH, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. **The governing body:** has a trained link governor for Safeguarding, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above

- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.

- will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with Nottingham City Safeguarding Partners.
- Will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject, or identify people who might pose a risk to children (**Part Three: Safer Recruitment, Keeping Children Safe in Education 2026 – pages 110–125**)
- has appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead.
- will ensure the school/college keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- ensure that the child safeguarding policy is available to parents and children on request
- will ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
- will ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.
- will ensure that all safeguarding processes and policies operate with the best interests of the child.
- ensuring that the child's wishes, and feelings are taken in to account when action is determined by school leaders.

Governors in maintained schools are required to have an enhanced DBS check, and through the Teacher Services webpage, schools can check whether a person they propose to appoint as a governor is barred as a result of a Section 128 direction (**Keeping Children Safe in Education 2026 – Part Three, pages 118–120, paragraph 327**)
It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually and be available publicly either via the school or college website or by other means.

- designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children and young people and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- where there are concerns about a member of staff's suitability to work with children, contact the LADO.
- where an allegation is made against a staff member who is not employed by the school (for example, a supply teacher), the headteacher will immediately contact both the agency concerned and the Local Authority Designated Officer (LADO). The school will continue to support any investigation that is required (**Keeping Children Safe in Education 2026 – Part 4, pages 98–102, paragraphs 385–388**)
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, **poor or irregular attendance**, **persistent lateness**, or **children missing from education**, particularly where there are concerns regarding the potential for **forced marriage** or **female genital mutilation (FGM)**. Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (**Keeping Children Safe in Education 2026 – Part 2, pages 150–155**)
- he/she undergoes child safeguarding training, which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

iii. Designated Safeguarding Leads will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years as a minimum
- liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm
- be able to access the contents of the Nottingham City Safeguarding Partners procedures and personnel procedures and make these accessible to all staff

- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g., where there are concerns about a pupil who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load
- be aware of the requirement for children (investigated by the police) to have an appropriate adult (PACE)
- take lead responsibility for safeguarding and child protection, including online safety and ensuring a clear understanding of the filtering and monitoring systems and processes in place (**Keeping Children Safe in Education 2026 – Part 2, pages 28–33, paragraph 108**).
- written records of concerns are kept, even if there is no immediate need for referral
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- they have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted
- children's safeguarding records are monitored for patterns, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.
- where there are existing concerns about a pupil, and they transfer to another school in the same or another authority, information held is transferred securely and confidentially e.g., documents noted confidential, separate from the pupil's main file to the designated lead for child safeguarding in the receiving school
- transfer of records (once on roll at another school) is 5 working days

- where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
    - the receiving schools designated lead for Safeguarding is informed immediately
    - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (recorded delivery)

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads need to ensure multiagency working:

Schools and colleges have a pivotal role to play in multiagency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children 2023. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

Working Together 2023, page 18, paragraph 27 outlines expectations for multiagency working:

• **Collaborate**: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided

• **Learn**: practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes

• **Resource**: practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work

• **Include**: practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect

• **Mutual challenge**: practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

The three safeguarding partners (the Local Authority: a clinical commissioning group; and the chief officer of police) should enable all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved, and

included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way. In Nottingham City we recognise the role of education and therefore have an Education Subgroup who feed into the Nottingham City Safeguarding Children Safeguarding Partnership.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
Search - when to report to police (npcc.police.uk)

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- read and understand a minimum of Part 1 of Keeping Children Safe in Education 2026
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g., in urgent situations
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act

- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years) and statutory guidance **(KCSIE, 2026)**
- recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- have access to "What to do if you´re worried that at child is being abused: advice for practitioners' guidance." (2015)
- report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems
- ensure appropriate supervision when children are accessing online platforms
- give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.
- Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the school Attendance Policy.

Allegations against the Headteacher
Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) by referral only.

KCSIE 2026, **pages 92–94, paragraph 370**, states that "*A case manager will lead any investigation. This will either be the headteacher or principal, or, where the headteacher is the subject of the allegation, the chair of governors or chair of the management committee, and in an independent school it will be the proprietor.*"

Section E- Reporting concerns to the Designated Safeguarding Lead

Any concern should be discussed in the first instance with the Designated Safeguarding Lead or Deputy Leads in their absence, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per school procedures (including electronic records)

Immediate response to the pupil
It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made,
- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
- use open questions such as 'is there anything else you want to tell me?' or 'yes?', 'and?'
- be careful not to burden the pupil with guilt by asking questions like 'why didn't you tell me before?'
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as 'I'll stay with you all the time' or 'it will be all right now'.

Recording information – report all concerns via My Concern. All concerns should be reported by the end of the working day

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your full name and role should be included
- if it is observation of bruising or an injury try to record detail, e.g., 'right arm above elbow'. Do not take photographs
- note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms')
- it is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral
- verbal conversations should be promptly recorded using the school's system

Section F- Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. Children who are impacted by domestic abuse are victims in their own right. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.

We recognise that any child may benefit from early help. As noted in **Keeping Children Safe in Education 2026 – Part 1, pages 12–15**, all staff should be particularly alert to the potential need for early help for a child who:

- is disabled
- has special educational needs
- has a mental health need
- is a young carer
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement, association with organised crime groups, or county lines
- is frequently missing or goes missing from education, home, or care
- has experienced multiple suspensions or is at risk of permanent exclusion
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges such as drug and alcohol misuse, adult mental health issues, or domestic abuse
- is misusing alcohol or other drugs themselves
- is at risk of so-called 'honour'-based abuse, including Female Genital Mutilation (FGM) or Forced Marriage
- is a privately fostered child

- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g., Learning support or Education and Health Care Plan.
- We are aware that mental health problems can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, or exploitation. Where staff have concerns about a child's mental health, immediate action should be taken in line with the school's safeguarding policy (**Keeping Children Safe in Education 2026 – Part 1, pages 18–21, paragraphs 49–51**).
  Advice and guidance are available: www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- The schools will support all pupils by discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City

Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.

- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Threshold of Need. Where a child is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider other alternatives, which may include seeking specialist support

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage, with consent from the parents/carer where this does not compromise the safety of the child or cause further risk. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Consent

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services.

Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared. Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay. In situations where there are concerns that a child is suffering, or is likely to suffer significant harm, information may be shared without consent.

Circumstances may include:

- Suspicion that a child will be forced into marriage or removed from the country against their will
- Suspicion that a child is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the child at immediate risk
- Suspicion that illness is being fabricated.

Permission to share information with the City MASH should always be sought from an adult with parental responsibility for the child / young person before passing information about them to Children's Social Care, UNLESS seeking permission would place the child at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child about a disclosure made.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must never be allowed to stand in the way of safeguarding and promoting the welfare of children (Keeping Children Safe in Education 2026 – Part 1, pages 22–23, paragraph 61)

Further details on information sharing can be found: Working Together to Safeguard Children 2023, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

V. Pupils:

Safe Environment – pupils are safe and feel safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils'

worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

School will therefore ensure that:

- There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained
- Pupils are involved in the decision-making which affects them
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Nottingham City Safeguarding Partners and Childline
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse
- Effective working relationships are established with parents and colleagues from partner agencies
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse

Section G - Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE, ICT and in the wider curriculum:
Bullying, including cyber-bullying, child on child abuse and up skirting
Online Safety
Road, fire and water safety

Inter-personal relationships and domestic abuse
Child sexual exploitation (CSE), online and offline
Honour based abuse and forced marriage
Female genital mutilation (FGM)
Radicalisation and extremism (Educate Against Hate)
This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Section H – Online Safety (Keeping Children Safe in Education 2026, Part Two – Online Safety)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole-school and college approach to **online safety** empowers the organisation to protect and educate pupils, students, and staff in their use of technology, and establishes clear mechanisms to identify, intervene in, and escalate concerns where appropriate.

When children use the school's network to access the internet, they are protected from inappropriate content by our **filtering and monitoring systems**, as outlined in our Online Safety Policy. We recognise that many pupils may also access the internet on personal devices; therefore, our wider curriculum and linked policies (including our mobile phone policy) ensure pupils develop a strong awareness and understanding of online risks, responsible digital behaviour, and how to seek help if something online makes them feel unsafe.

At **The Federation of Mellers Primary School and Nottingham Nursery,** we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication '*Meeting digital and technology standards in schools*' 2023
Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Section I - Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their consent to make a referral to City MASH.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues. Where appropriate a child may be asked for their consent.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Section J- Children in Care (previously known as LAC) and Children Previously in Care

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together.

To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead for children in care.

Our designated lead for CIC will

- Attend PEP reviews
- Ensure children receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Section K - Prevention in the Curriculum

Keeping Children Safe in Education 2026, **Part 2, pages 38–41, paragraph 136**, states that "preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain…" In addition, it is expected that:

▪ The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. ▪ The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their:
    - personal safety and well-being, and develop effective ways of resisting pressure
    - including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure
- how to keep safe online
- the risks associated with sharing indecent images of, or information about, themselves. This is often referred to as sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*.

Section L- Particularly Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (Nottingham City Safeguarding Partners) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

At The Federation of Mellers Primary School and Nottingham Nursery, we recognise that some pupils with protected characteristics may require reasonable adjustments and positive action to address particular disadvantages which may affect them (**Keeping Children Safe in Education 2026 – Part 2, pages 25–27, paragraph 90**).

1. Preventing Radicalisation – Keeping Children Safe in Education 2026, Part 2, pages 145–150

Preventing violent extremism by countering extremist ideology and identifying those who are being drawn into radicalisation continues to form an important part of our safeguarding approach. The Counter-Terrorism and Security Act 2015 places a duty on all schools to respond when they become concerned that a child is being, or is at risk of being, radicalised. Compliance with this duty is monitored through inspection frameworks such as Ofsted, which will consider whether schools have:
assessed the level of risk of radicalisation ensured staff are appropriately trained to recognise signs of radicalisation established clear processes for responding to concerns
Schools must also be aware of the process for making referrals to Channel, the multi-agency panel that reviews cases and refers individuals to programmes designed to challenge extremist ideology. Referrals to Channel are for those who are susceptible to radicalisation rather than already vulnerable or engaged in extremist activity. Consent is required for Channel referrals.

Statutory guidance has been published and is available here: https://www.gov.uk/government/publications/prevent-duty-guidance

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact Nottingham City's Prevent Education officer, Louise Cox or the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable or susceptible children or adults do not end up facing criminal sanctions.

2. Female Genital Mutilation — Keeping Children Safe in Education 2026 (Part 2, pages 150–155)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is **illegal in the UK**. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of **5 and 8**.

Risk factors for FGM

low level of integration into UK society

mother or sister who has undergone FGM

girls who are withdrawn from PSHE/RSE

visiting female elder from the country of origin

being taken on a long holiday to the country of origin

talk about a 'special' procedure to become a woman

symptoms or signs that may indicate FGM

FGM may be more likely if:

- a visiting female elder is present
- there is talk of a special procedure or celebration to "become a woman"
- parents wish to take their daughter out of school to visit an **at-risk country**, especially before the summer holidays
- parents wish to withdraw their daughter from learning about FGM

Potential indications that FGM may already have taken place

- difficulty walking, sitting or standing; appearing uncomfortable
- spending longer than usual in the bathroom or toilet due to difficulties urinating
- spending long periods away from class during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g., withdrawal or depression) on return
- reluctance to undergo normal medical examinations

- confiding in a professional without being explicit due to embarrassment or fear
- talking about pain or discomfort between the legs

Mandatory reporting duty

The **Serious Crime Act 2015** places a **legal duty** on professionals (including teachers) to **report to the police** where they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a **disclosure**.

Teachers must:

- **personally report** to the police cases where they discover that FGM appears to have been carried out
- **inform the DSL** and discuss the case with Children's Social Care
- understand that although the mandatory duty does **not** apply to **at-risk or suspected** cases, these **must still be referred** to Children's Social Care

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

3. Sexual Violence and Sexual Harassment Between Children *(Keeping Children Safe in Education 2026 – Part 5)*

Schools and colleges must respond to all reports and concerns of child-on-child sexual harassment and sexual violence, including incidents that occur outside the school premises or online. Sexual harassment and sexual violence exist on a continuum of harm, beginning with Harmful Sexual Behaviour (HSB), escalating into sexual harassment, and in some cases progressing to sexual violence. These behaviours may occur between children of any age or sex, from primary through to post-16 settings, and may involve individuals or groups.

Sexual harassment and sexual violence can occur online or face-to-face, and may be verbal, physical, non-contact, or image-based. All forms are unacceptable and must be addressed promptly and robustly.

Whilst any report of sexual harassment or sexual violence must be taken seriously, staff should be aware that girls are disproportionately likely to be victims and boys are more likely to be perpetrators. However, all victims must be reassured that they are being taken seriously, supported, and kept safe. A victim must never be made to feel they are causing a problem by reporting sexual harassment or sexual violence, nor should they ever feel ashamed for doing so.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse — or downplaying behaviours as "banter", "part of growing up", or "not serious" — can lead to a culture of unacceptable behaviour, an unsafe environment, and in the worst cases a culture that normalises abuse. KCSIE 2026 emphasises the importance of early identification of Harmful Sexual Behaviour, challenging misogynistic attitudes and language, and understanding the escalatory nature of sexualised behaviour.

KCSIE 2026 also expands expectations around online sexual harassment and sexual violence, including self-generated intimate images, coercion, threats, and AI-generated intimate images such as deepfakes and nidification tools. Staff must understand these risks and respond appropriately.

Reports of sexual harassment and sexual violence are often complex and require swift, confident professional decision-making. Decisions must be made case-by-case, led by the Designated Safeguarding Lead (DSL) or a deputy, using their professional judgement and supported by other agencies such as children's social care and the police where appropriate. This includes listening carefully, avoiding questions that may feel accusatory, not promising confidentiality, and ensuring appropriate safety planning and risk assessment.

Governing bodies and proprietors should ensure that the school contributes fully to multi-agency safeguarding arrangements, in line with *Working Together to Safeguard Children*. This includes sharing information appropriately, coordinating responses with children's social care and the police, and supporting statutory processes such as strategy discussions and child protection enquiries

4. Sexual Violence and Sexual Harassment Between Children*(Keeping Children Safe in Education 2026 – Part 5)*

Schools and colleges must respond to all reports and concerns of child-on-child sexual harassment and sexual violence, including incidents that occur outside the school premises or online. KCSIE 2026 emphasises that sexual harassment and sexual violence exist on a continuum of harm, beginning with Harmful Sexual Behaviour (HSB),

escalating into sexual harassment, and in some cases progressing to sexual violence. These behaviours may occur between children of any age or sex, from primary through to post-16 settings, and may involve individuals or groups. Sexual harassment and sexual violence can occur online or face-to-face, and may be verbal, physical, non-contact, or image-based. All forms are unacceptable and must be addressed promptly and robustly.

Whilst any report of sexual harassment or sexual violence must be taken seriously, staff should be aware that girls are disproportionately likely to be victims and boys are more likely to be perpetrators. However, all victims must be reassured that they are being taken seriously, supported, and kept safe. A victim must never be made to feel they are causing a problem by reporting sexual harassment or sexual violence, nor should they ever feel ashamed for doing so. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse — or downplaying behaviours as "banter", "part of growing up", or "not serious" — can lead to a culture of unacceptable behaviour, an unsafe environment, and in the worst cases a culture that normalises abuse. KCSIE 2026 highlights the importance of early identification of Harmful Sexual Behaviour, challenging misogynistic attitudes and language, and understanding the escalatory nature of sexualised behaviour.

KCSIE 2026 also expands expectations around online sexual harassment and sexual violence, including self-generated intimate images, coercion, threats, and AI-generated intimate images such as deepfakes and nudification tools. Staff must understand these risks and respond appropriately.

Reports of sexual harassment and sexual violence are often complex and require swift, confident professional decision-making. Decisions must be made case-by-case, led by the Designated Safeguarding Lead (DSL) or a deputy, using their professional judgement and supported by other agencies such as children's social care and the police where appropriate. This includes listening carefully, avoiding questions that may feel accusatory, not promising confidentiality, and ensuring appropriate safety planning and risk assessment.

Governing bodies and proprietors should ensure that the school contributes fully to multi-agency safeguarding arrangements, in line with *Working Together to Safeguard Children*. This includes sharing information appropriately, coordinating responses with children's social care and the police, and supporting statutory processes such as strategy discussions and child protection enquiries.

A range of specialist organisations provide guidance, tools and support for addressing Harmful Sexual Behaviour (HSB):

- NSPCC Learning provides free and independent advice on HSB and peer-on-peer sexual abuse. Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning

- The Lucy Faithfull Foundation offers an HSB toolkit with advice, resources, and guidance on preventing harmful sexual behaviour, online safety, sexual development and child sexual abuse. ECSA Toolkit | Lucy Faithfull FoundationThe Contextual Safeguarding Network provides a school self-assessment toolkit and guidance for addressing HSB in schools. Toolkit Overview | Contextual Safeguarding
- Stop It Now offers guidance for parents, carers and professionals on preventing harmful sexual behaviour in children, alongside a free confidential helpline.

It is important that perpetrators also receive appropriate support, including interventions to address underlying trauma or unmet needs. Addressing inappropriate behaviour early can be a crucial preventative measure that reduces the likelihood of problematic, abusive or violent behaviour in the future

5. Child-on-Child Abuse *(Keeping Children Safe in Education 2026 – Part 5)*

All staff should be aware that safeguarding issues can manifest themselves through child-on-child abuse. Children can abuse other children, and this behaviour may occur both inside and outside school, and online. Child-on-child abuse can take many forms. KCSIE 2026 emphasises that these behaviours exist on a continuum of harm, beginning with Harmful Sexual Behaviour (HSB), escalating into sexual harassment, and in some cases progressing to sexual violence.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, including rape, assault by penetration, and sexual assault.
- Sexual harassment, including sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause humiliation, distress or alarm.
- Self-generated intimate images, previously referred to as "sexting" or "youth-produced sexual imagery".

- AI-generated intimate images, including deepfakes and nudification tools, now recognised in KCSIE 2026 as emerging forms of online sexual harm.
- Initiation/hazing-type violence and rituals, which may involve humiliation, assault, or other abusive behaviours.

Staff should recognise that girls are disproportionately likely to be victims of sexual harassment and sexual violence, and boys are more likely to be perpetrators. However, all children can be victims or perpetrators of child-on-child abuse.
Schools not recognising or addressing child-on-child abuse — or downplaying behaviours as "banter", "part of growing up", or "not serious" — risk creating a culture where abuse is normalised and unreported. KCSIE 2026 highlights the importance of early identification of HSB, challenging misogynistic attitudes and language, and understanding the escalatory nature of harmful behaviour.

Reports of child-on-child abuse are often complex and require swift, confident professional decision-making. Decisions must be made case-by-case, led by the Designated Safeguarding Lead (DSL) or a deputy, using their professional judgement and supported by other agencies such as children's social care and the police where appropriate.
A range of specialist organisations provide guidance, tools and support for addressing Harmful Sexual Behaviour (HSB):

- NSPCC Learning – free and independent advice on HSB and peer-on-peer sexual abuse.
- The Lucy Faithfull Foundation – HSB toolkit offering advice, resources and guidance on preventing harmful sexual behaviour, online safety, sexual development and child sexual abuse.
- The Contextual Safeguarding Network – school self-assessment toolkit and guidance for addressing HSB in schools.
- Stop It Now – guidance for parents, carers and professionals on preventing harmful sexual behaviour in children, alongside a free confidential helpline.

It is important that perpetrators also receive appropriate support, including interventions to address underlying trauma or unmet needs. Addressing inappropriate behaviour early can be a crucial preventative measure that reduces the likelihood of problematic, abusive or violent behaviour in the future.
School Commitment

At The Federation of Mellers Primary School and Nottingham Nursery, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other students. We recognise that some pupils may sometimes negatively affect the learning and wellbeing of others, and such behaviour will be addressed in line with our Behaviour Policy, Safeguarding and Child Protection Policy, and Online Safety Policy

6. Neglect – *(Keeping Children Safe in Education 2026 – Part 1 and Annex A)*

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inappropriate or unsafe caregivers)
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs
-

Neglect can occur during pregnancy as a result of maternal substance misuse. It may be acute, chronic, or episodic, and can have cumulative, long-term impacts on a child's physical health, emotional wellbeing, cognitive development and relationships.
All staff should be aware that child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of child abuse and may co-exist with neglect.

KCSIE 2026 emphasises the importance of professional curiosity, early identification of neglect, and recognising patterns of cumulative harm rather than isolated incidents. Staff should be alert to indicators such as poor hygiene, hunger, untreated medical issues, developmental delay, unsafe home environments, and concerns about supervision.

Local Guidance and Tools
The **Nottinghamshire and Nottingham City Safeguarding Children Partnerships** have adapted the *Child and Young Person's Neglect Toolkit*, originally developed by Jane Wiffin for Hounslow LSCB and later revised by North Somerset. The toolkit provides a **Structured Judgement Approach** to identifying neglect and supports agencies to work in partnership with families to improve outcomes for children and young people.
The toolkit should be used alongside local threshold guidance and multi-agency procedures:

- **Child and Young Person's Neglect Toolkit** – for assisting in the identification of neglect
- **Nottinghamshire Pathway to Provision** http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision
- **Nottingham City Threshold of Need / MASH Guidance** https://www.nottinghamcity.gov.uk (nottinghamcity.gov.uk in Bing)
- **Nottinghamshire and Nottingham City Interagency Procedures and Guidance** http://nottinghamshirescb.proceduresonline.com/p_neglect.html

These documents support staff in recognising neglect, understanding thresholds for intervention, and making appropriate referrals to the Multi-Agency Safeguarding Hub (MASH).

Section M- Contextual safeguarding

This means that incidents and or behaviours are associated with factors outside the school or college and/or occur between children outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Section N- Professional development and Training

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.
We will ensure staff are given mandatory safeguarding training at point of induction, which includes familiarisation with child safeguarding policy, Part 1 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

Part 2, pages 25-55 of the same guidance titled 'The Management of Safeguarding', specifies "Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction". The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- ***Introduction to Safeguarding training – all staff***
- **Prevent safeguarding – staff training (NCC Prevent Officer)**
- **FGM – Staff training**
- ***Domestic Violence* – Staff training**
- ***Honour based violence* – Staff training**
- ***Child sexual exploitation* – Staff training**
- ***Sexual abuse* – Staff training**

o *DSL attend termly network meetings*
o DSL update training
- **Cyber Security Training – Staff training (Online)**
- **Online Safety Training – Staff training**

A report of the school's training needs assessment is presented to the governors so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school. A training register is kept indicating when staff and governors have been trained and this in turn informs the *annual* report to governors.

Safer recruitment training has been attended by: **Lorna Dermody, Joy Buttress (Headteachers), Lynette Randall (School Business Manager at Nottingham Nursery) and Michelle Bramley (School Business Manager at Mellers Primary School)**

Timelines for training:

- Designated Safeguarding Lead training: refreshed **every two years** (statutory requirement) or equivalent annual update training
- Introduction to Safeguarding and Child Protection training: To be refreshed **every three years** as agreed with Nottingham City Safeguarding Partners. The above training is available through the Safeguarding in Education Service Safeguarding Training - Nottingham City Council
- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through the on-line NSPCC

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2025.

Section O- Identification for visitors to school

Nottingham City Schools Agreed Visiting Professionals Guidance

- Any professional wishing to undertake work in school with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process.

Section P- Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Continuum of Need

Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council

- Behaviour and Discipline

Behaviour in schools guidance (publishing.service.gov.uk)

- Attendance

Working together to improve school attendance (publishing.service.gov.uk)

- Exclusions

School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

- DBS guidance

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated August 2018)
DBS checks: detailed guidance - GOV.UK (www.gov.uk)

DOCUMENT ORIGINS			
Organisation	Mellers Primary School and Nottingham Nursery School	Version date	3
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
Next review date	September 2027	Approval date	September 2026

DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes
September 2026	Nottingham City Council Safeguarding Partnership	Changes made throughout policy to reflect changes in legislation and the updated Working Together to Safeguard Children (March 2026) and Keeping Children Safe in Education 2026