Child Protection Policy

From 1 September 2026

Tollerton Primary School

Version Control

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Trust author/reviewer	Tara Cook, Head of HR
School reviewer	Mrs M Lucas, Headteacher

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1. Key contacts and immediate action

Immediate danger
Call 999 where a child is in immediate danger or there is an immediate risk of serious harm. Do not wait for the DSL if urgent action is required. Inform the DSL as soon as possible afterwards.

Role/service	Name	Contact details
Headteacher **DSL**	Mrs M Lucas	☎ 0115 9372944 💻 head@tollerton.notts.sch.uk
Deputy Headteacher Deputy DSL	Mrs L Gordon	☎ 0115 9372944 💻 lgordon@tollerton.notts.sch.uk
Deputy DSL	Mrs L Westgate	☎ 0115 9372944 💻 lwestgate@tollerton.notts.sch.uk
Deputy DSL	Mrs S Read	☎ 0115 9372944 💻 sread@tollerton.notts.sch.uk
Safeguarding governor	Mrs A Beaumont	☎ 0115 9372944 💻 office@tollerton.notts.sch.uk
LA Safeguarding Children in Education Officer	Zain Iqbal	07824 482429 / 0115 804 1047
Local Authority Designated Officer (LADO)	Eva Callaghan/Nisha Sonoo	New referrals: NSCP online LADO referral form; enquiries: LADO@nottscc.gov.uk / 0115 804 1272
MASH	Nottinghamshire	0300 500 80 90 Practitioner referrals must be made by phone
MASH consultation line	Office hours	0115 977 4247 Advice only; not a referral route
Emergency Duty Team	Outside office hours	0300 456 4546

Role/service	Name	Contact details
Police	Non-emergency / emergency	101 / 999
NSPCC whistleblowing advice line	Mon–Fri 8am–8pm; Sat–Sun 9am–6pm	0800 028 0285 | help@nspcc.org.uk
Equals Trust contact for concerns/allegations against the Head Teacher	CEO – Jenny Cook.	ceo@equalstrust.org 0115 9143211

2. Purpose, scope and safeguarding ethos

This policy applies to all staff, agency and supply staff, trainee teachers, governors, trustees, volunteers, contractors and other adults working in or on behalf of the school and Trust. It sets out how we safeguard and promote the welfare of every child and how concerns will be identified, recorded, reported and acted upon.

Safeguarding is everyone's responsibility. Our approach is child-centred, coordinated and based on the principle that the child's welfare is paramount. We maintain a culture of vigilance, professional curiosity, respectful challenge and transparency in which children are listened to, concerns are taken seriously and unsafe practice can be reported without fear.

Children may not feel ready or know how to tell someone that they are being abused, neglected or exploited; they may not recognise their experience as harmful. Staff must not allow the absence of a disclosure to prevent action. They must maintain an attitude of "it could happen here", build trusted relationships and report concerns promptly.

We will maintain an inclusive, anti-racist and anti-discriminatory safeguarding culture. Staff will challenge racism, discrimination and prejudice, consider how identity and previous experiences may affect a child's willingness to seek help, and ensure that safeguarding responses are culturally informed without making assumptions or allowing cultural considerations to excuse, minimise or delay action to protect a child.

Policy aims

- Provide a safe, inclusive environment in which children can learn and develop.
- Identify need, vulnerability, abuse, neglect and exploitation early and secure timely help, support and protection.
- Ensure clear and accessible reporting routes for children and clear referral, escalation, recording and information-sharing arrangements.

- Support children who have experienced harm or who have a social worker, child in need plan, child protection plan or care plan.
- Prevent unsuitable people from working with children through safer recruitment and safer working practice.
- Promote safeguarding through the curriculum, online safety, behaviour standards and pastoral support.
- Work effectively with parents, carers, the local authority, safeguarding partners and other agencies.
- Ensure governance, leadership, training and quality assurance arrangements are effective.

Review and availability

This policy will be reviewed at least annually, and sooner where legislation, statutory guidance, local procedures, safeguarding issues or learning, or the school's circumstances require.

3. Legal and statutory framework

This policy has regard to Keeping Children Safe in Education 2026, effective from 1 September 2026, Working Together to Safeguard Children 2026 and, where applicable, the statutory Early Years Foundation Stage framework. It also reflects relevant duties under the Children Acts 1989 and 2004, the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Children and Social Work Act 2017, the Children and Families Act 2014, the Children's Wellbeing and Schools Act 2026 and Crime and Policing Act 2026 as commenced, the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, the Equality Act 2010, the Counter-Terrorism and Security Act 2015, the Human Rights Act 1998, the Domestic Abuse Act 2021, the Female Genital Mutilation Act 2003, the Marriage and Civil Partnership (Minimum Age) Act 2022 and other applicable education, safeguarding and safer recruitment legislation and guidance.

The school follows the Nottinghamshire Safeguarding Children Partnership (NSCP) multi-agency procedures, Nottinghamshire Pathway to Provision and local referral, escalation, allegation-management and information-sharing arrangements. Where national or local procedures are updated, the latest published procedure will be followed.

Staff reading requirement
All staff, including those who do not work directly with children, must read Part One of Keeping Children Safe in Education 2026 and receive help to understand and discharge their responsibilities.

4. Safeguarding definitions and indicators

Safeguarding and promoting welfare

Safeguarding and promoting the welfare of children means providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online;

preventing impairment of mental or physical health or development; ensuring safe and effective care; and taking action to enable the best outcomes. “Child” means anyone under the age of 18.

Abuse, neglect and exploitation

Abuse is a form of maltreatment. A person may abuse, neglect or exploit a child by inflicting harm or failing to prevent harm. Harm may be physical or non-physical and includes the impact of seeing, hearing or experiencing the ill-treatment of others. Abuse can occur in families, institutions, communities or online, and may be caused by adults or other children.

Physical abuse. May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. It includes fabricated or induced illness.

Emotional abuse. Persistent emotional maltreatment causing severe and adverse effects on emotional development. It may include persistent criticism, belittling, name-calling, humiliation, silencing, inappropriate expectations, overprotection, serious bullying, exploitation or seeing or hearing the ill-treatment of another.

Sexual abuse. Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. It may involve physical contact, including assault by penetration, rape, penetration with an object, or non-penetrative acts such as touching. It also includes non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse, and technology-facilitated abuse. Children are more likely to know the person abusing them than not. A child under the age of 13 can never provide valid consent to sexual activity. Sexual abuse may be committed by adults or by other children.

Neglect. Persistent failure to meet basic physical or psychological needs, including adequate food, clothing, shelter, protection, supervision, medical care or emotional responsiveness, where this is likely to impair health or development.

Safeguarding issues and contextual harm

Safeguarding issues often overlap. Staff must consider the child’s circumstances, relationships and environments, including harm outside the home and online. Relevant concerns include:

- child-on-child abuse, bullying, sexual harassment, sexual violence, harmful sexual behaviour and the sharing of nude or semi-nude images;
- domestic abuse, teenage relationship abuse, child-to-parent or carer abuse, coercive control, violence against women and girls, misogyny and harmful gender stereotypes;
- child criminal exploitation, child sexual exploitation, county lines, group exploitation, trafficking, modern slavery, financial exploitation, organised crime, serious violence, gangs, knife crime and youth violence;
- neglect, physical, emotional and sexual abuse, fabricated or induced illness, female genital mutilation, forced marriage and so-called honour- or faith-based abuse;

- radicalisation, extremism, cybercrime, harmful online content, online grooming, pornography, misinformation, harmful challenges, generative AI misuse and manipulated or deepfake imagery;
- children absent from education, home or care, persistent or unexplained absence, repeated suspension, risk of permanent exclusion, homelessness and unsuitable elective home education;
- family circumstances such as parental offending or imprisonment, substance misuse, adult mental ill-health, domestic abuse, private fostering and a child returning home from care;
- mental health needs, self-harm, young caring responsibilities, SEND, medical conditions and other factors increasing vulnerability.

This list is not exhaustive. Staff must report any concern about a child's safety, welfare, presentation, behaviour, attendance or relationships.

5. Children who may be particularly vulnerable

Any child may need help or protection. Staff will be particularly alert where children's circumstances, identity, communication needs or experiences may create additional barriers to recognition, disclosure or support. The DSL will ensure an individual, proportionate response and appropriate information sharing.

Children with SEND or medical conditions

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges online and offline. Staff must not assume that behaviour, mood, injury, communication difficulty or absence is explained by a child's condition. Additional barriers may include communication difficulties, difficulties recognising or reporting abuse, dependence on adults or intimate care, isolation or bullying, and difficulties understanding online content. The school will make reasonable adjustments, provide accessible ways to report concerns, and ensure the DSL, SENDCo and relevant professionals work together.

Children who have or have had a social worker

The DSL will help staff understand how adversity, trauma and social care involvement may affect attendance, behaviour, learning and mental health. Information will be shared on a need-to-know basis so that appropriate support is in place.

Looked-after and previously looked-after children

The designated teacher and DSL will work with the Virtual School Head, social worker, carers, parents and relevant professionals to promote safety, stability, attendance and achievement. The school will maintain the information needed to support looked-after and previously looked-after children, children in kinship care and children who have left care through adoption, special guardianship or child arrangements orders.

Private fostering

A private fostering arrangement occurs where a child under 16, or under 18 if disabled, is cared for, for 28 days or more by someone who is not a parent, person with parental responsibility or close relative. Staff must inform the DSL of any known or suspected private fostering arrangement. The DSL will notify the local authority so that the required assessment and safeguarding arrangements can be made.

Mental and physical health

Changes in behaviour, emotional state, attendance, presentation or relationships may indicate an underlying safeguarding concern. Staff are not expected to diagnose but must report concerns and support an appropriate response. Safeguarding and mental health support will be coordinated where needs overlap.

Children who are questioning aspects of their identity

Some children, including those who may be questioning aspects of their identity, may experience bullying, social isolation, family difficulties, emotional distress, or other safeguarding concerns. As with all children, our primary consideration will be their welfare, safety, and best interests. Each situation will be considered individually, without assumptions, and in accordance with current law and statutory guidance. Any safeguarding concern must be reported to the DSL. The school will promote a culture in which all children feel safe, respected and able to seek help from trusted adults.

6. Online safety, mobile technology and artificial intelligence

Technology can be a significant component of many safeguarding issues. Children may be harmed online or face-to-face, and online activity may facilitate offline abuse. Risks include abusive or misogynistic messages, grooming, coercion, fraud, harmful content, pornography, non-consensual image sharing, misinformation, radicalisation, cybercrime and exploitation.

Filtering and monitoring

The Trust Board, as proprietor, will ensure that appropriate filtering and monitoring arrangements are in place. The responsible senior leader, supported by the DSL and IT support/provider, will lead implementation and review. The school will:

- assign clear roles and responsibilities for filtering and monitoring;
- conduct and record a review of effectiveness at least annually and after significant change or incident;
- block harmful and inappropriate content without unreasonably restricting teaching and learning;
- use monitoring strategies proportionate to the school's safeguarding risks, pupil ages and needs;
- ensure staff understand the expectations relevant to their role and know how to report concerns; and
- review arrangements against the Department for Education filtering and monitoring standards and relevant cyber security standards.

Generative artificial intelligence

AI tools present educational opportunities and safeguarding, privacy and integrity risks. The school will follow the Trust AI policy and use age-appropriate, secure and ethical arrangements. Staff must recognise that AI can be used to create or alter sexual, indecent, humiliating or abusive images and content, including deepfakes. Such material may amount to child-on-child abuse, sexual harassment, an online safety incident or criminal behaviour and must be reported immediately under this policy.

Mobile phones and smart technology

The school will be a mobile phone-free environment for pupils by default, with exceptions only where justified under statutory guidance. Detailed arrangements for mobile phones, wearable and smart technology, photography and recording, and searching or confiscation are set out in the school's mobile phone/behaviour procedures and the Employee Code of Conduct.

7. Child-on-child abuse, harassment and violence

Child-on-child abuse can occur inside or outside school and online. It may include bullying, including cyberbullying, prejudice-based and discriminatory bullying; abuse in intimate relationships; physical abuse or threats of harm with a weapon; harmful sexual behaviour, sexual violence and sexual harassment, including misogyny or misandry; causing someone to engage in sexual activity without consent; upskirting; consensual or non-consensual making or sharing of nude or semi-nude images, including AI-generated images; initiation or hazing; exploitation; and other prejudice-based abuse.

Child-on-child abuse may include discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. Such behaviours can significantly affect a child's welfare, wellbeing and sense of safety and will be addressed through safeguarding procedures where appropriate.

The school has a zero-tolerance approach to child-on-child abuse. Harmful behaviour will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff will recognise that abuse may be taking place even where there are no reports and that, for some forms of abuse, girls are more likely to be harmed and boys more likely to cause harm, while recognising that any child may be affected.

The school will minimise risk through its safeguarding culture, curriculum, behaviour expectations, staff vigilance and early intervention. Children may report concerns to any trusted adult; reporting routes will be well promoted, easily understood and accessible.

All allegations will be recorded, assessed, investigated and dealt with in accordance with Part Five of Keeping Children Safe in Education and local procedures. Appropriate support will be provided to the child harmed, the child alleged to have caused harm and any other affected children. The safety, wishes and needs of the child harmed will remain central, while avoiding language or action that prejudges the outcome.

Reports involving nude or semi-nude images, including AI-generated images, will be managed in accordance with current UKCIS guidance.

Violence against women and girls

The school recognises that attitudes linked to violence against women and girls can emerge during childhood and adolescence. Through safeguarding practice, behaviour standards, RSHE and pastoral support, we challenge misogyny, sexism, sexual harassment, harmful gender stereotypes and gender-based violence. We promote respectful relationships, consent, equality, dignity and mutual respect. Concerns will be addressed through safeguarding and behaviour procedures, with support and proportionate intervention.

8. Responding to concerns and disclosures

Do not delay
A member of staff may refer directly to children's social care or the police. If the DSL or deputy is unavailable, or if a child is in immediate danger, staff must act themselves and inform the DSL as soon as possible.

If a member of staff is concerned about a child

1. Record the concern factually and promptly using the school's safeguarding recording system.
2. Report it to the DSL or deputy without delay. Do not wait until the end of the day when action may be needed sooner.
3. Call 999 if the child is in immediate danger or there is an immediate risk of serious harm.
4. The DSL will normally coordinate referrals to children's social care, MASH and the police where required. However, any member of staff may make a direct referral where immediate action is required, the DSL is unavailable or they remain concerned that appropriate action has not been taken.
5. Continue to monitor, support and report further information. Escalate if the response does not protect the child or improve the situation.

If a child makes a disclosure

6. Listen carefully, remain calm, take the child seriously and give them time.
7. Reassure the child that they were right to speak and are not to blame.
8. Do not promise secrecy. Explain that information must be shared with people who can help.
9. Ask only open, non-leading questions needed to clarify the basic facts. Do not investigate, repeatedly question or ask the child to write or sign a statement.
10. Use the child's own words, record the date, time, context and what was said, and distinguish fact, observation and professional opinion.
11. Report immediately to the DSL or deputy and take any urgent protective or medical action.

Staff receiving a concern or disclosure must not investigate suspected abuse themselves. The DSL, headteacher or case manager may undertake proportionate fact-finding where appropriate, without compromising any investigation by children's social care or the police.

Escalation and professional challenge

If a member of staff remains concerned after speaking with the DSL, disagrees with a decision not to refer, or believes another agency has not responded adequately, they must escalate through the headteacher and/or make a direct referral to MASH where appropriate. The MASH consultation line may be used for advice, and the NSCP escalation procedure should be used where an agency response remains inadequate.

Whistleblowing routes, including the NSPCC advice line, remain available where concerns about safeguarding practice are not being addressed. Equals Trust's whistleblowing policy is on the trust website.

Female genital mutilation mandatory reporting

Where a teacher, in the course of their professional duties, discovers that an act of female genital mutilation appears to have been carried out on a child under the age of 18, the teacher must report this directly to the police in accordance with the statutory mandatory reporting duty. The teacher must also inform the DSL. Suspected or potential risk of FGM must be reported to the DSL and addressed through normal safeguarding referral procedures.

9. Confidentiality, consent, information sharing and records

Confidentiality and information sharing

Safeguarding information is confidential but is not secret. Information will be shared lawfully, proportionately, securely and on a need-to-know basis to protect children and provide help. The Data Protection Act 2018 and UK GDPR do not prevent necessary safeguarding information sharing. Staff must not promise confidentiality and should seek advice from the DSL or data protection lead where unsure, without delaying urgent action.

Information sharing will be undertaken in accordance with current statutory safeguarding guidance, Working Together to Safeguard Children, Keeping Children Safe in Education and current government information-sharing guidance. Decisions to share, or not share, safeguarding information and the reasons for those decisions will be recorded where appropriate.

Parents and carers will normally be informed and involved unless this may increase risk, impede an investigation or conflict with advice from children's social care or the police. The child's views will be considered, but consent is not required where there is a lawful safeguarding basis to share information.

Decisions to share or not share safeguarding information, the reasons for the decision, what was shared, with whom and for what purpose will be recorded. Information will be necessary, proportionate, relevant, adequate, accurate, timely and secure.

Recording

All welfare and safeguarding concerns, conversations, decisions, rationale, referrals, agency contacts and outcomes will be recorded promptly on CPOMS. Records must be factual, dated, timed and attributable. Professional judgement or opinion must be identified as such. The DSL will maintain an appropriate chronology and review patterns, repeated concerns and incomplete actions.

Staff must not photograph injuries or remove clothing to examine a child. Where visible injuries are observed, staff may use the approved body-map process without unnecessary touching or examination and must arrange first aid or medical attention where needed.

Safeguarding files and transfer

Safeguarding records will be held securely and separately from the main pupil record, with access restricted to authorised staff. When a child transfers, the DSL will ensure the safeguarding file is transferred securely and separately to the receiving DSL as soon as possible, and within five days for an in-year transfer or within the first five days of a new term. Confirmation of receipt will be obtained. The file will include a clear, structured summary of relevant safeguarding information and ongoing support needs, and important information will be shared in advance where appropriate. A copy or transfer record will be retained in accordance with the Trust retention schedule.

10. Family Help, multi-agency working and local arrangements

Staff will identify emerging needs early and work with the DSL to secure universal support, community-based early help, targeted early help, Family Help or statutory child protection intervention according to the child's needs and Nottinghamshire arrangements. Where a Family Help plan is established, the school will contribute to coordinated assessment, planning, delivery and review, share relevant information and work with the lead practitioner and multidisciplinary team.

Particular consideration will be given to children with SEND or medical conditions; young carers; children with mental health needs; children absent from education, home or care; children affected by crime, parental imprisonment, domestic abuse, substance misuse or adult mental ill-health; children at risk of exploitation, trafficking, radicalisation, FGM or forced marriage; privately fostered children; and children showing harmful or abusive behaviour.

The school will cooperate with children's social care, police, health and other agencies, contribute to assessments and plans, attend conferences, core groups and strategy discussions where invited, provide timely information and apply respectful professional challenge. It will engage with NSCP arrangements, Section 175 safeguarding audits, learning reviews and local improvement activity.

Working with parents and carers

We will work openly and respectfully with parents and carers and involve them in help and safeguarding arrangements wherever it is safe and appropriate to do so. We will explain the school's concerns and proposed actions unless this could place a child at increased risk, compromise an investigation or conflict with the advice of children's social care or the police. We will recognise strengths within the family while maintaining professional curiosity and keeping the child's welfare paramount.

Preventing radicalisation

The school fulfils its duties under the Counter-Terrorism and Security Act 2015 by assessing the risk of children being drawn into terrorism, providing appropriate staff training and ensuring that children are safe from terrorist and extremist material when accessing the internet in school. Staff must report concerns about radicalisation or extremism to the DSL without delay. The DSL will consider appropriate action, including consultation with local Prevent partners and referral to Channel or the police where necessary. In an emergency, or where there is an immediate risk, the police must be contacted.

Children absent from education

Unexplained, repeated or prolonged absence from education can be a warning sign of abuse, neglect, exploitation, mental ill-health or other safeguarding need. Staff must report safeguarding concerns arising from absence to the DSL. The school will follow its attendance and children absent from education procedures, make timely enquiries, work with parents, the local authority and relevant agencies, and make a safeguarding referral where appropriate. Where a child subject to a child protection or child in need plan is unexpectedly absent and contact cannot be established, the school will inform the child's social worker promptly.

Alternative provision

The school remains responsible for safeguarding pupils it places in alternative provision. Before placement, it will obtain written confirmation of appropriate safeguarding checks and that the provider will notify the school of relevant changes, including staffing changes. The school will know the exact address of the provision and any subcontracted or satellite sites attended by the child, share relevant safeguarding information, monitor attendance, welfare and progress, and review the placement at least half-termly. Any safeguarding concern will trigger an immediate review and the placement will be ended where necessary unless concerns are satisfactorily addressed.

Child abduction and community safety

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known to but not related to the victim (such as neighbours, friends, and acquaintances), and by strangers. The school will remain alert to child abduction and community safety concerns, including suspicious approaches, unsafe adults or activity in the vicinity of the school, and will provide age-appropriate safety education and respond through local police and safeguarding arrangements.

Operation Encompass

The DSL will receive, securely record and act on Operation Encompass notifications from the police where a child may be a victim of domestic abuse. These notifications support timely help but do not replace normal safeguarding referrals or procedures.

Nottinghamshire Safe School Alert Protocol

The school will follow the current Nottinghamshire School Safe Alert Protocol for low-level, non-emergency concerns about concerning or threatening behaviour in the vicinity of the school. The protocol supplements, and does not replace, normal safeguarding referrals or police reporting.

Organisations using school premises

Where our premises are hired or used by an external organisation providing activities for children, the school/Trust will seek assurance that appropriate safeguarding and child protection policies and procedures are in place and, where necessary, inspect them. Safeguarding requirements will be included in all hire, lease or transfer-of-control agreements, together with clear arrangements for reporting concerns, allegations and incidents. Any safeguarding concern or allegation connected with an organisation using the premises will be managed in accordance with this policy and local LADO procedures as appropriate. Failure to comply with safeguarding requirements may result in the arrangement being terminated.

11. Safer recruitment, allegations and safe working practice

The Trust Safer Recruitment Policy and Part Three of Keeping Children Safe in Education will be followed. Required checks will be completed and recorded on the single central record in accordance with KCSIE. Where KCSIE permits a DBS certificate to be obtained as soon as practicable after appointment, the required interim safeguards will apply.

Appropriate identity, right-to-work, qualification, prohibition, criminal record, barred list and other statutory checks will be made. References and online searches will be handled in accordance with the Trust recruitment policy and current statutory guidance.

Volunteers will be subject to a written, role-appropriate risk assessment and the safeguarding checks required by KCSIE. From 1 September 2026, volunteers whose activities meet the regulated-activity frequency or period conditions must have an enhanced DBS check with children's barred-list information.

For schools with early years provision, no person will begin work in regulated activity with children in the early years until the required enhanced DBS check, including children's barred-list information, has been completed. The arrangements applying to early years staff will follow the statutory Early Years Foundation Stage requirements and Part Three of Keeping Children Safe in Education.

All adults will receive and follow the Employee Code of Conduct and safer working practice expectations, including boundaries, communication, social media, mobile phones, photography, one-to-one working and low-level concerns. Concerns or allegations about staff, supply staff, trainee teachers, volunteers or contractors must be reported immediately to the headteacher. Concerns about the headteacher must

be reported to the CEO. The case manager will consult the Trust HR team and LADO in accordance with policy and local timescales.

DBS and TRA referrals

Where the statutory referral criteria are met, the Trust will make the required referral to the Disclosure and Barring Service. Where a teacher is dismissed or would have been dismissed for serious misconduct, the Trust will consider whether referral to the Teaching Regulation Agency is required, and will consider any other relevant professional-regulator referral.

Concerns or allegations against staff

Concerns or allegations about staff, supply staff, trainee teachers, volunteers or contractors must be reported immediately to the headteacher, who will act as case manager. A concern or allegation about the headteacher must be reported to the CEO (ceo@equalstrust.org) who acts on behalf of the proprietor. The case manager will consult the Trust HR team and the LADO without delay where the harm threshold may be met and will follow Part Four of Keeping Children Safe in Education and local Nottinghamshire procedures.

Concerns that do not meet the harm threshold must be reported and managed under the Trust's low-level concerns procedure. Records will be reviewed so that patterns of inappropriate, concerning or problematic behaviour can be identified. The school will not cease managing an allegation concerning a supply worker simply because the individual is employed by an agency.

Safeguarding, induction and training

All staff will receive appropriate safeguarding induction before or at the start of work. Supply and agency staff, trainee teachers, volunteers and contractors will receive safeguarding information and induction proportionate to their role.

Induction will cover this policy, the Employee Code of Conduct, behaviour policy, children absent from education procedures, online safety and filtering and monitoring, the identity and role of the DSL, reporting routes, low-level concerns and whistleblowing.

All staff must read Part One of Keeping Children Safe in Education 2026 and confirm that they have done so. Safeguarding and child protection training will be updated in line with local and national requirements, with updates provided at least annually and whenever needed.

DSLs and deputies will complete formal training at least every two years and refresh their knowledge and skills at least annually.

Governors and trustees will receive appropriate safeguarding and child-protection training, including online safety, at induction and this will be updated regularly so that they can provide effective strategic challenge and assurance.

Safeguarding induction, training and updates will ensure that all staff understand:

- how to recognise prejudice-based harm;

- the potential impact of racism, faith-based prejudice and other discrimination on a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help;
- how to respond to and record discriminatory behaviour or incidents; and
- when prejudice-based harm should be reported and addressed as a safeguarding concern.

12. Roles and responsibilities

All staff and volunteers

All staff and volunteers will safeguard children through daily practice. They must know the DSL arrangements, recognise indicators and vulnerability, listen to children, report and record concerns without delay, understand referral and escalation routes, maintain appropriate confidentiality, support agreed plans and attend required training. Any staff member may make a direct referral where necessary.

Designated safeguarding lead and deputies

The DSL is a member of the senior leadership team with lead responsibility for safeguarding and child protection. This responsibility is explicit in the job description and carries the authority, time, training, resources and support needed to fulfil the role. Trained deputies provide cover but lead accountability remains with the DSL.

The DSL will manage referrals; provide advice and support; liaise with the headteacher, Trust, LADO and safeguarding agencies; contribute to assessments and multi-agency activity; maintain records and safeguarding files; assure transfer arrangements; lead online safety and filtering and monitoring work with relevant colleagues; understand local thresholds and Family Help; support staff; promote the child's voice; and ensure policy, training and practice remain current.

During term time the DSL or a deputy will always be available during school hours for staff to discuss concerns. Availability may exceptionally be by secure telephone or online communication. Suitable cover will be arranged for school activities outside normal hours and during holidays where activities are provided.

Headteacher and senior leadership team

The headteacher and senior leadership team will implement this policy; ensure staff understand their responsibilities; provide sufficient DSL capacity and cover; maintain oversight of the single central record, safer recruitment, attendance, online safety and allegations; support multi-agency work; ensure concerns about practice can be raised; and report to governors and the Trust while protecting confidentiality.

Governing body and Equals Trust

The Trust Board, as proprietor, retains legal and strategic responsibility for safeguarding across the Trust. A senior board-level safeguarding lead will take leadership responsibility for the Trust's

safeguarding arrangements. Local governing bodies exercise delegated safeguarding oversight and challenge in accordance with the Equals Trust Scheme of Delegation. Within their respective responsibilities, the Trust Board and LGBs will assure compliance, effective safeguarding policies and practice, appropriate DSL capacity and resources, safer recruitment, filtering and monitoring, online safety, allegations and low-level concerns.

The Trust Board and local governing bodies will also seek assurance that each school promotes an inclusive and anti-discriminatory safeguarding culture in which racism, faith-based prejudice and other discriminatory behaviour are recognised, challenged, recorded and addressed appropriately.

A safeguarding governor will support oversight and challenge, but this does not remove collective responsibility. Governors and trustees will receive information sufficient to understand themes, assurance, compliance and improvement without receiving unnecessary personal information about children.

Teachers and the designated teacher

Teachers, including headteachers and early career teachers, must safeguard children and maintain public trust in the profession under the Teachers' Standards. The designated teacher promotes the educational achievement of looked-after and previously looked-after children and works with the DSL and Virtual School Head.

13. Safeguarding through the curriculum and school culture

The school will provide age-appropriate, developmentally appropriate and inclusive opportunities to learn how to recognise risk, seek help, form healthy relationships and stay safe. Safeguarding education will be delivered through RSHE, PSHE, computing and the wider curriculum and will reflect the local context and children's needs.

Teaching will include, as appropriate, consent and respectful relationships; boundaries and reporting; child-on-child abuse; sexual harassment and violence; VAWG and misogyny; domestic and teenage relationship abuse; exploitation; online safety, misinformation and AI; sharing images; radicalisation; bullying and discrimination; community safety; and how to access trusted help. Children will be taught that the law protects them and that reporting concerns will be taken seriously. Teaching will help children recognise prejudice-based harm, including racism, faith-based prejudice and other discriminatory behaviour, understand its potential impact and know how to seek help or report concerns.

The behaviour, anti-bullying, attendance, online safety, mobile phone, RSHE, SEND, medical needs, intimate care, crisis prevention and reasonable force, educational visits and other relevant policies will align with this policy. The school will listen to children; use their feedback to improve safeguarding and ensure trusted adults and reporting routes are visible and accessible.

Use of force, restraint or seclusion will be recorded and reported in accordance with the statutory requirements and DfE guidance effective from 1 April 2026, and reviewed for safeguarding implications, in accordance with the school's behaviour and restrictive-intervention procedures. Any use of reasonable force or restrictive intervention will be lawful, necessary, proportionate and for the minimum time required. It will never be used as punishment. Staff will consider the additional vulnerability of children with SEND, medical conditions or previous trauma. Incidents will be recorded, reviewed and

shared with parents and safeguarding agencies where appropriate, in accordance with the school's behaviour and physical intervention procedures.

14. Monitoring, assurance and school-specific completion

The DSL and headteacher will monitor implementation through case and record reviews, attendance and incident analysis, filtering and monitoring reviews, staff knowledge checks, pupil voice, safer recruitment and single central record checks, training records, governor scrutiny, Trust assurance and the Nottinghamshire Safeguarding in Education annual self-audit. Learning from incidents, complaints, audits and local or national reviews will inform improvement. Staff will be given opportunities to contribute to and shape safeguarding arrangements and this child-protection policy.