

# Whole School Child Protection Policy

## Lantern Lane Primary & Nursery School

### September 2025



|                                                                  |                                                                                                                                                                                                 |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Head Teacher/Principal                                           | <b>Peter Fowlie</b>                                                                                                                                                                             |
| Senior Leader(s) available for contact<br>in the absence of DSLs | <b>Nuala Thompson (Deputy HT)</b><br><b>Paula Panther (Assistant HT)</b>                                                                                                                        |
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| Policy approved by the Governing Body         | 7 <sup>th</sup> October 2025                                                                             |
| Date for Review                               | September 2026                                                                                           |

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## **Section A - Policy Introduction & Ethos**

The purpose of this policy is to detail how Lantern Lane Primary School ensures that all children and young people enrolled in the school are protected and safeguarded from harm, reflecting current legislation, known best practices, and compliance with relevant government guidance.

This policy applies to all staff, governors, volunteers, and visitors, and outlines the school's commitment to safeguarding and promoting the welfare of children as a core part of its ethos and values. Safeguarding is everyone's responsibility, and this policy sets out the expectations for a whole-school approach to child protection.

This policy is informed by the statutory guidance, *Keeping Children Safe in Education (KCSIE) 2025*, and, *Working Together to Safeguard Children 2023*, which together set out the responsibilities of schools and other agencies in identifying, responding to, and preventing harm to children.

### **Our Ethos**

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

Safeguarding and promoting the welfare of all children, regardless of age, disability, gender, ability, culture, race, language, religion or sexual identity, is of paramount importance.

#### **Safeguarding for all**

Safeguarding and promoting the welfare of all children, regardless of age, disability, gender, ability, culture, race, language, religion or sexual identity, is of paramount importance

#### **Everyone's responsibility**

Safeguarding and promoting the welfare of children is everyone's responsibility. If children and families are to receive the right help, at the right time, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

#### **Child First**

In order to fulfil our responsibility effectively, all members of the school community should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

#### **It could happen here**

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and retain professional curiosity.

## Whole School Approach

Safeguarding and child protection are embedded across the school's policies, procedures, and practices. All staff receive regular training and updates to ensure they understand their roles and responsibilities. The school works in partnership with children, parents/carers, and external agencies to promote a culture of vigilance and proactive safeguarding. Throughout this policy, the term 'whole-school approach' is used to refer to a unified safeguarding strategy across the entire education setting, including colleges.

The following policies contribute to our whole-school approach to safeguarding:

- Relationships & Behaviour Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Attendance and Punctuality Policy
- RSHE (Relationships, Sex and Health Education) Policy
- SEND Policy
- Data Protection and Information Sharing Policy
- Educational Visits and Homestay Policy
- NCC Employee Code of Conduct
- NCC Allegations of Abuse policy
- NCC Whistleblowing procedures (including low-level concerns)
- NCC Safer Recruitment Policy
- First Aid Policy, including Administration of First Aid
- Administration of medicines in school/Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Safe Touch Policy
- Children Missing in Education guidance
- Complaints procedure
- School Equality statement
- School's Accessibility Plan
- Visitor and volunteer protocols

Each of these policies is informed by relevant sections of *Keeping Children Safe in Education 2025* and reflects statutory guidance, best practice and our safeguarding ethos.

## Annual Review and Public Availability

This policy will, as a minimum, be fully reviewed once a year, or sooner if required due to changes in legislation or guidance. Those responsible for school leadership will review the policy on a more regular basis to ensure it remains current, reflects any amendments to statutory guidance and to ensure it reflects local contextual needs and local safeguarding provisions/partnerships. The policy will be formally ratified the local governing body during the Autumn term.

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school website and available from our school office upon request. A leaflet

summarising key points will be available in our reception area, introduced at initial meetings with parents of new learners and available at parent/carers events

## **Section B - Contextual Safeguarding at Lantern Lane Primary & Nursery School**

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, colleges 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 ***Lantern Lane*** we are aware of our main contextual safeguarding issues and use our curriculum to ensure all children are educated about them. These may include, but are not limited to, ***child criminal exploitation (CCE), child sexual exploitation (CSE), online harm, peer-on-peer abuse, radicalisation, and local patterns of domestic abuse or substance misuse***. We work closely with our local safeguarding partners to monitor emerging risks and adapt our provision accordingly.

| Contextual Concerns                    | How this is addressed:                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child mental health                    | Please see sections F, G & L for further information, as well as our school website.<br><br>Our responses to these issues include: <ul style="list-style-type: none"><li>- A planned, preventative curriculum</li><li>- Staff training</li><li>- Parent/carers awareness raising</li><li>- Liaising with external agencies</li><li>- Personalised support for vulnerable pupils.</li></ul> |
| Domestic abuse                         |                                                                                                                                                                                                                                                                                                                                                                                            |
| Neglect                                |                                                                                                                                                                                                                                                                                                                                                                                            |
| Anti-social behaviour in the community |                                                                                                                                                                                                                                                                                                                                                                                            |
| Online safety                          |                                                                                                                                                                                                                                                                                                                                                                                            |

### **Our Commitment**

At Lantern Lane, we are committed to proactively identifying and responding to the contextual safeguarding risks that affect our pupils both within and beyond the school environment. We recognise that safeguarding does not stop at the school gates and that children may be exposed to harm in their peer groups, online spaces, neighbourhoods, and wider communities.

To uphold this commitment, we will:

- **Collaborate with students, families, and the wider community** to understand the lived experiences of our pupils and to co-develop effective safeguarding responses.
- **Provide ongoing training for all staff** to recognise the signs of contextual harm, including exploitation, peer-on-peer abuse, and online risks, and to respond confidently and appropriately.
- **Embed contextual safeguarding into our curriculum**, ensuring pupils are equipped with the knowledge and skills to recognise risk, seek help, and make safe choices.
- **Implement robust policies and procedures** that reflect the unique safeguarding needs of our school community and are informed by local intelligence and national guidance.
- **Engage with external agencies and safeguarding partners**, including police, health, and social care, to share information, coordinate support, and contribute to multi-agency safeguarding efforts.

- **Monitor and review safeguarding data and trends** to ensure our approach remains responsive, evidence-informed, and tailored to emerging risks.

This commitment underpins our whole-school approach to safeguarding and reflects our belief that every child deserves to feel safe, supported, and empowered—wherever they are.

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 there are any concerns or suggestions, please do not hesitate to contact our safeguarding team

## **Section C - Statutory Duties and Legal Framework**

Our safeguarding arrangements are shaped by both national legislation and statutory guidance, as well as local safeguarding expectations in Nottinghamshire. Together, these establish the legal duties and operational standards our school must meet to keep children safe.

### **1. National Legislative Duties**

We carry out all functions with a view to safeguarding and promoting the welfare of children in line with:

- **Education Act 2002**
  - *Section 175* - duty on local authorities, governing bodies of maintained schools, and FE colleges.
  - *Section 157* - equivalent duty on proprietors of independent schools, academies, and free schools.
- **Education (Independent School Standards) Regulations 2014**
- **Non-Maintained Special Schools (England) Regulations 2015**
- **Children Act 1989 & Children Act 2004** - duties to safeguard and promote welfare, including participation in local multi-agency safeguarding arrangements.
- **Children and Social Work Act 2017 (Section 16H)** - duty to provide information to safeguarding partners when requested.
- **Education and Training (Welfare of Children) Act 2021**
- **Counter-Terrorism and Security Act 2015 (Section 26)** - *Prevent Duty*.
- **Teachers' Standards (2021)** - professional responsibility to safeguard pupils.
- **Childcare Act 2006 & Childcare (Disqualification) Regulations 2018**
- **Serious Crime Act 2015** - mandatory duty for staff to report **known cases** of Female Genital Mutilation (FGM) in under-18s disclosed to them during their work.

### **2. Statutory Guidance**

We have regard to:

- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**



- **Working Together to improve school attendance (2024)**
- **Information Sharing Advice for Practitioners (DfE)**
- Relevant national guidance on **safer recruitment**, **online safety**, and **specific safeguarding issues**.

These documents set out requirements including:

- A whole-school approach to safeguarding.
- Clear referral and reporting procedures.
- The appointment of a suitably trained **Designated Safeguarding Lead (DSL)** with appropriate resources and time.
- Safer recruitment practices and maintenance of a **Single Central Record**.
- Ongoing staff training and annual safeguarding updates.
- Systems for children to express concerns and be listened to.
- Procedures for managing allegations and low-level concerns.
- Online safety measures, including filtering and monitoring in line with the **DfE Filtering and Monitoring Standards (2023)**.
- Compliance with legal notification duties (e.g. private fostering, pupil deletions from roll).

### **3. Local Safeguarding Expectations (Nottinghamshire)**

At Lantern Lane, we are committed to meeting the expectations set out by the **Nottinghamshire Safeguarding Children Partnership (NSCP)**. These include:

- **Following NSCP multi-agency procedures** and ensuring they are reflected in our school policies.
- **Engaging fully in local safeguarding arrangements**, including early help pathways, child protection conferences, and multi-agency risk assessments.
- **Completing the annual Section 175/157 safeguarding audit** and acting on any identified areas for improvement.
- **Participating in serious case reviews, child safeguarding practice reviews, and learning reviews** where appropriate.
- **Liaising with the Local Authority Designated Officer (LADO)** within one working day of any allegation against a person working with children, including volunteers and third-party providers.
- **Maintaining comprehensive safeguarding records** to inform review of concerns and ensure effective information sharing with safeguarding partners.
- **Ensuring all staff are aware of local referral routes**, including to the Multi-Agency Safeguarding Hub (MASH).
- **Promoting a culture of listening to children**, with clear systems for pupils to raise concerns and be taken seriously.

### **4. Core Duties in Practice**

To fulfil our statutory and local safeguarding obligations, we will:

1. **Engage with local safeguarding partners** and act on requests for information.
2. **Appoint and support a Designated Safeguarding Lead** (and deputies, where applicable) with the authority, training, and time to carry out the role.
3. **Maintain accountability** for safeguarding across leadership and governance.
4. **Operate safer recruitment**, including DBS/barred list checks, prohibition checks, right-to-work checks, and online searches for shortlisted candidates.
5. **Keep an up-to-date Single Central Record** covering all required staff, volunteers, and governance.
6. **Check suitability for early/late years provision** in line with the Childcare Disqualification Regulations.
7. **Refer to the DBS** where an individual is removed from regulated activity due to safeguarding concerns.
8. **Consider referral to the Teaching Regulation Agency** in cases of serious misconduct.
9. **Meet the Prevent Duty**, including risk assessment, training, and referrals.
10. **Report known cases of FGM** in under-18s directly to the police (teachers only).
11. **Notify the local authority** about private fostering arrangements and deletions from roll.
12. **Provide induction and annual safeguarding updates** to all staff, ensuring familiarity with Part 1 of KCSIE and relevant annexes.
13. **Implement and review online safety measures** including filtering, monitoring, and cyber security standards.

## **5. Confidentiality & information sharing**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. Staff should be proactive in sharing information by raising any concerns on CPOMS as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Governing bodies and proprietors should understand their obligations to ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The General Data Protection Regulation governs the means by which organisations comply with its requirements. The school acts as a data controller under this regulation but on occasions where concerns are raised share information with the third parties (data processors), such as social care. Under Article 23 derogations are outlined where exemptions from the GDPR transparency obligations and individual rights, but only where the restriction respects the essence of the individual's fundamental rights and freedoms. This allows necessary and proportionate measures to safeguard:

- national security
- defence
- public security
- the prevention, investigation, detection or prosecution of criminal offenses
- other important public interests economical or financial interests, including budgetary and taxation matters, public health and security
- the protection of judicial independence and proceedings
- breaches of ethics in regulated professions
- monitoring, inspection or regulatory functions connected to the exercise of official authority regarding
- security, defence, other important interests or crime/ethics prevention
- the protection of the individual or the rights and freedoms of others; or
- the enforcement of civil law matters.

Other derogations or exemptions contained in Chapter 9 include processing that relates to:

- freedom of expression and freedom of information
- public access to official documents
- national identification numbers
- processing of employee data
- processing for archiving purposes and for scientific or historical research and statistical purposes

- secrecy obligations
- churches and religious associations

Appropriate security measures are in place to protect personal data held. This is the integrity and confidentiality principle of GDPR, also known as security principle. When information is to be shared this will only be undertaken after:

- We have reviewed the purposes of our processing activities and selected the most appropriate lawful basis for each activity
- We have checked that the processing is necessary for the relevant purpose, and are satisfied that there is no other reasonable way to achieve that purpose
- We have documented our decision on which lawful basis applies to help demonstrate compliance
- We have included information about both the purposes of the processing and the lawful basis for the processing in our privacy notice
- Where we process special category data, we have also identified a condition for processing special category data, and have documented this
- Where we process criminal offense data we have also identified a condition for processing this data and have documented this.

The government have published a data tool kit which is guidance to support schools with data protection activity including compliance with the GDPR.

## **6. Organisations and/or individuals using school premises**

Where services are provided separately from the school our safeguarding processes may not be followed. We will seek assurance that any provider has appropriate safeguarding and child protection policies and procedures in place. This will also be incorporated in any control agreement (lease or hire agreement) as a condition of use and occupation of the premises. Failure to have these in place or comply will lead to the agreement's termination.

On occasions the school may allow organisations or individuals to use the school site and facilities, for instance via holiday clubs, sports associations, extracurricular activities or a private letting. If an allegation is received under these circumstances that the school is made aware of the safeguarding procedures outlined in this policy will be followed, including informing the Local Designated Officer.

## **Section D - Aims and Responsibilities**

At *Lantern Lane Primary & Nursery School*, safeguarding is a shared responsibility that demands clear leadership, accountability, and a whole-school commitment to protecting children. We strive to create a safe, inclusive, and nurturing environment where pupils feel secure, valued, and heard. All staff are expected to understand their safeguarding responsibilities and respond promptly to any concerns. Safeguarding is embedded throughout school life—from the curriculum and pastoral care to staff conduct—ensuring it remains a central focus. We work in close partnership with families and external agencies to safeguard children from harm, and our approach is firmly rooted in the principles outlined in *Working Together to Safeguard Children 2023* and *Keeping Children Safe in Education 2025*.

## 1. Whole-School Safeguarding Culture

We are committed to maintaining a whole-school approach to safeguarding that reflects vigilance, openness, and accountability. This commitment is reflected in the systems we have in place to ensure pupils can express concerns and be taken seriously, and in the safe culture we foster for whistleblowing and raising low-level concerns in line with statutory guidance. Staff are supported to feel confident in reporting concerns and challenging unsafe practices. Safeguarding is fully integrated into our policies, curriculum, and daily routines, ensuring it is part of the fabric of school life. Our approach is inclusive, addressing the needs of all pupils, including those with SEND and additional vulnerabilities. We also recognise that safeguarding extends beyond the school gates, encompassing online safety, peer relationships, and wider community contexts.

## 2. Roles and Responsibilities

### Governing Body

The governing body ensures strategic oversight of safeguarding by:

- Appointing a trained link governor for safeguarding and receiving regular reports from the DSL.
- Ensuring all governors have read **Part 2 of KCSIE 2025** (and at least one governor reads the full guidance).
- Ensuring safeguarding policies and procedures are in place, reviewed annually, and aligned with **Nottinghamshire Safeguarding Children Partnership (NSCP)** thresholds and protocols.
- Monitoring the **Single Central Record** to ensure compliance with all statutory vetting checks, including DBS and Section 128 checks.
- Overseeing safer recruitment practices and ensuring a safeguarding culture throughout the organisation.
- Appointing a **Designated Safeguarding Lead** from the senior leadership team and ensuring effective cover arrangements.
- Ensuring governors themselves are subject to appropriate checks and safeguarding training.
- Engaging in the annual Section 175/157 safeguarding audit and strategic reviews of safeguarding practice.
- Ensuring safeguarding is a standing item at governing body meetings and providing strategic challenge.
- Ensuring the **school's online safety arrangements**, including filtering and monitoring, comply with the **DfE Filtering and Monitoring Standards (2023)**.

### Headteacher

The headteacher provides operational leadership of safeguarding by:

- Ensuring all staff, volunteers, and contractors receive safeguarding induction before commencing work.
- Allocating sufficient time, training, and resources to enable the DSL to fulfil their role.

- Promoting a culture where staff feel confident to raise concerns about pupils or practice.
- Liaising with the **Local Authority Designated Officer (LADO)** in cases of allegations against staff, including supply staff and volunteers.
- Ensuring safeguarding concerns such as poor attendance, children missing education, forced marriage, or domestic abuse are identified and acted upon.
- Overseeing regular review of the child protection policy to ensure compliance with KCSIE, *Working Together*, and local procedures.
- Ensuring staff are aware of **Operation Encompass** and domestic abuse notifications.
- Ensuring **online safety education** is embedded across the curriculum in line with statutory guidance.
- Ensure attendance concerns are treated as safeguarding issues, particularly where persistent absence may indicate welfare concerns. Implement the statutory expectations of *Working Together to Improve School Attendance (2024)*, including early intervention and multi-agency collaboration.

### **Designated Safeguarding Lead (DSL)**

The DSL is the lead professional for safeguarding and child protection and will:

- Have a clearly defined role and be provided with sufficient time, supervision, and support to carry it out.
- Complete updated safeguarding training at least **every two years**.
- Promote a culture of listening to children and taking account of their wishes and feelings.
- Make referrals to children's social care, police, or the Channel programme where required.
- Liaise with safeguarding partners and attend multi-agency meetings and case conferences.
- Maintain secure, accurate, and confidential safeguarding records.
- Ensure all staff know how to report concerns and are familiar with safeguarding procedures.
- Lead on online safety, including the school filtering and monitoring systems.
- Ensure safeguarding records are transferred securely when pupils move school and that support is continuous during transitions.
- Liaise with the senior mental health lead and external support agencies as appropriate.
- Be available during school hours and ensure Deputy DSLs can provide cover if absent.
- Meet regularly with Deputy DSLs to review caseloads and procedures.

### **All Staff**

All staff, including volunteers and visiting professionals, must:

- Read and understand **Part 1, Part 5 & Annex A of KCSIE 2025** and the school **child protection policy**, and key associated policies deemed appropriate, as directed by the Senior DSL.
- Recognise signs of abuse, neglect, exploitation, and contextual harm.

- Report concerns immediately using the school's safeguarding procedures.
- Record concerns accurately and provide any additional relevant information.
- Share information with the DSL and, if necessary, make direct referrals to children's social care.
- Follow the school's **low-level concerns** procedures if worried about an adult's behaviour.
- Undertake safeguarding training at induction and at regular intervals thereafter.
- Maintain an attitude of "it could happen here" in relation to safeguarding.
- Supervise pupils appropriately when using online platforms and report any breaches in filtering or monitoring.
- Monitor attendance patterns and report persistent absence or children missing education.
- Be aware of specific safeguarding risks including FGM (known cases), forced marriage, honour-based abuse, exploitation, extremism, and serious violence.
- Support statutory assessments and work with social workers when required.
- Raise concerns about safeguarding practice (whistleblowing) when needed.

### 3. Multi-Agency Working

We actively participate in Nottinghamshire's multi-agency safeguarding arrangements by:

- Sharing information lawfully and effectively with safeguarding partners, in line with the **Information Sharing Advice for Practitioners (DfE)**.
- Participating in early help assessments, child protection plans, and strategy meetings.
- Understanding and applying local thresholds and protocols for assessment and referral.
- Responding promptly to requests for information from safeguarding partners.
- Allowing access to children's social care for assessments under **Section 17** (child in need) or **Section 47** (child protection) of the Children Act 1989.
- Following the NSCP **escalation procedures** if disagreements arise about safeguarding decisions.
- Engaging in child safeguarding practice reviews, serious case reviews, and local learning events.
- Contributing to local safeguarding developments, including through the Nottinghamshire Education Subgroup.

### 4. Staff Induction and Training

All staff, governors, and volunteers **must** receive safeguarding induction appropriate to their role before commencing work. This includes:

- *Copies of key policies (child protection, behaviour, staff conduct, online safety, and any other policies the school deems appropriate).*
- Identification of the Senior DSL, deputies, and safeguarding governor.
- Familiarisation with reporting procedures and safeguarding systems.

- Confirmation of having read Part 1, Part 5 & Annex A of KCSIE 2025.

Safeguarding training is refreshed regularly and includes updates on emerging risks, online safety, and local procedures. Governors receive training to provide strategic challenge and oversight. DSLs receive enhanced training including data protection and cyber security.

## 5. File Management & Transfer Procedures

At Lantern Lane Primary School, we use an electronic management and recording system for safeguarding called CPOMS. Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via CPOMS which meets the requirements of GDPR.

Information will be kept separate from the pupil's school file and the file will be 'tagged' to indicate that separate information is held.

Lantern Lane Primary School meets the Cyber security standards for schools.

When a paper copy of a safeguarding file is received for any new pupil, this is passed onto the DSL, who then scans all documents and then uploads onto the child's CPOMS system. Paper copies of the file will be put in confidential waste. Files which are particularly large, or contain items which cannot be scanned, will be kept in paper form in a secure filing cabinet. Files can be received electronically from schools with existing records on CPOMS. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on CPOMS

When a child leaves the school, a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. Where possible information transfers will be done securely online. For 'outgoing' children child protection files shall be transferred as soon as possible, but within 5 days for in-year transfers or within 5 days of the start of a new term. A record of any handover conversation is also kept. For any ongoing safeguarding concerns with a child, a meeting or handover in advance of the child leaving school may be carried out so support can be in place when the child arrives at the school. Files can be sent electronically to schools with CPOMS In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

## E - Reporting Concerns

At Lantern Lane Primary & Nursery School, safeguarding is everyone's responsibility. All staff, volunteers, and visitors must report any concerns about a child's welfare, safety, or behaviour **immediately**. We follow clear procedures for reporting, recording, and escalating concerns in line with statutory guidance and local protocols.

### 1. Immediate Response to a Disclosure

If a child, parent, or carer shares a concern or discloses abuse:

- **Listen calmly and attentively**, allowing them to speak freely.
- **Use open-ended questions** (e.g., "Can you tell me what happened?").
- **Avoid leading or investigative questions.**



- **Reassure them** that they are being taken seriously and will be supported.
- **Do not promise confidentiality** — explain that you must share the information to keep them safe.
- **Avoid physical comfort gestures** unless clearly appropriate.
- **Do not ask the child to write a statement or sign your notes.**
- **Record the child's exact words** and any wishes or feelings expressed.
- **Report verbally to the DSL** and **write up the conversation as soon as possible.**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL.

## 2. Reporting Procedures

Staff must:

- Do not delay reporting due to uncertainty — if unsure, speak to the DSL.
- All concerns should be reported using CPOMS within 24 hours.
- All staff members have a secure password to access CPOMS from any web enabled device that is linked using a school email address. Personal email addresses are not to be used.
- If the concern is urgent then this should be recorded promptly and flagged as urgent.
- All concerns should be followed up with a conversation with a DSL, urgent concerns should be followed up with a conversation immediately.
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorised consistently with the agreed school categories.
- For those staff members who do not have access to CPOMS or where temporary factors prove preventative to its use, a paper version of the form will be available at all times and must be completed and returned to a DSL. Paper forms are located in the school office and safeguarding display.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information is kept confidential and stored securely via CPOMS
- If the DSL is unavailable, report to the most senior person on site and ensure the DSL is informed later.
- In emergencies, call 999 or make a direct referral to Nottinghamshire MASH — anyone can make a referral.
- Do not view, copy, or share images in cases involving nudes/semi-nudes.
- Share information only on a need-to-know basis.
- Report concerns about staff (including supply staff and volunteers) to the Headteacher, or to the Chair of Governors if the concern is about the Headteacher.

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and, in some instances, the DSL may ask you to contact the parent in the event of a concern, suspicion or disclosure. If a referral has been made to Social Care however, then the DSL will always attempt to contact the parent, if it is deemed appropriate to do so. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted

### Examples of concerns include:

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

### 3. Recording and Escalation Protocols

All concerns, decisions, and actions must be recorded:

- **Record immediately, and by the end of the same working day.**
- Use the **school's secure safeguarding system** (CPOMS)
- Include **date, time, context, and direct quotes or observations.**
- Record **facts, not assumptions**, and include your **full name and role.**
- Note **non-verbal behaviour** and **physical indicators** (e.g., "bruise on right arm above elbow").
- **Tag child protection files separately** from the main pupil file.
- **Transfer safeguarding records securely** when a pupil moves setting (within 5 working days) and **obtain confirmation of receipt.**
- **Retain safeguarding records securely until the pupil reaches age 25.**

The DSL:

- **Monitors records for patterns** and ensures appropriate escalation.
- **Presses for reconsideration or escalates** using NSCP procedures if concerns persist or outcomes are unclear.

### 4. Confidentiality and Consent

- Information is shared in line with the **Information Sharing Advice for Practitioners (DfE)**, the **Data Protection Act 2018**, and **UK GDPR.**
- **Consent is not required** to share information if a child or adult is at risk of significant or serious harm.
- **Parents/carers are usually informed**, unless doing so would increase risk.
- All **non-routine information sharing is logged** appropriately.
- If in doubt, **staff should consult the DSL or Deputy DSL.**

## 5. DSL Actions Following a Concern

The DSL or Deputy DSL will:

- **Assess urgency and immediate safety needs.**
- **Review the child's presentation and known history.**
- **Inform relevant staff on a need-to-know basis.**
- Use **appropriate assessment tools** (e.g., body maps, contextual safeguarding tools).
- **Refer to MASH, Prevent, or Police** where necessary.
- **Consider early help or internal pastoral support.**
- **Notify the local authority of private fostering arrangements.**
- **Follow up referrals within 48 hours** and maintain contact with social workers.
- **Attend and contribute to strategy meetings**, child protection conferences, and core groups.
- **Share reports with parents/carers**, and where appropriate, the child.
- **Document all actions, decisions, and rationales** in the safeguarding record.
- **Use escalation procedures** if concerns are not addressed or outcomes are unclear.

### FGM Mandatory Reporting:

In known cases of Female Genital Mutilation (FGM), **teachers must report directly to the police via 101 by the end of the next working day**, in addition to informing the DSL.

## 6. Support for Staff and Pupils

We recognise that reporting safeguarding concerns can be distressing. Support is available through:

### Support for Staff:

- **Senior & Deputy DSLs** who act as a point of contact and support.
- **Access to helplines**, counselling, and peer support, including referral to external services where appropriate.
- **Time-out or supervision** opportunities for staff affected by disclosures or safeguarding processes.
- **Confidentiality and respectful handling** of sensitive information to protect staff wellbeing.
- **Whistleblowing and complaints procedures** to raise concerns about unsafe practice or safeguarding failures.
- **Staff wellbeing and supervision sessions**, where available, to reflect on safeguarding practice and emotional impact.

### Support for Pupils:

- **Pastoral support** from trusted adults, including class teachers & designated pastoral staff.
- **Regular check-ins** for pupils involved in safeguarding concerns, including those subject to child protection or early help plans.

- **Empowerment through education**, including RSHE and PSHE lessons that build resilience, self-esteem, and understanding of safeguarding risks.

Staff should speak to the DSL or Headteacher if they feel a pupil requires additional support following a safeguarding concern.

## **F - Supporting Pupils**

At Lantern Lane, we are committed to ensuring that all pupils feel safe, supported, and able to thrive. Safeguarding is not only about protecting children from deliberate harm but also about creating a nurturing environment in which they are valued, respected, and encouraged to achieve their full potential.

We recognise that some children may require additional support to stay safe, and we are dedicated to identifying and addressing these needs at the earliest opportunity. Our approach is informed by *Keeping Children Safe in Education (KCSIE) 2025*, *Working Together to Safeguard Children 2023*, and the *Nottinghamshire Safeguarding Children Partnership (NSCP)* procedures.

### **1. Whole-School Commitment to Support**

- We aim to create a caring, positive, safe, and stimulating environment which promotes the social, physical, emotional, and moral development of all pupils.
- We ensure pupils know they can talk to trusted adults and that their voices will be heard and acted upon.
- Safeguarding and pupil wellbeing are embedded throughout our curriculum, pastoral support, and wider school activities.

### **2. Early Help and Pastoral Support**

- We are committed to the principles of **early identification and intervention**, in line with the *Nottinghamshire Pathway to Provision*.
- Staff are trained to recognise when children may benefit from early help and to raise these concerns with the DSL.
- The DSL will consider early help assessments and referrals to external services, working closely with families to provide coordinated support.
- We make use of local initiatives such as **Operation Encompass**, ensuring staff are informed of incidents of domestic abuse and can provide timely support in school.

### **3. Supporting Vulnerable Groups**

We recognise that some pupils are more vulnerable to safeguarding concerns. This includes, but is not limited to:

- Children with special educational needs and disabilities (SEND)
- Children with social, emotional, or mental health needs
- Children in care and previously in care
- Young carers

- Children missing education or persistently absent
- Children affected by domestic abuse, substance misuse, or parental mental health difficulties
- Children at risk of criminal or sexual exploitation (CCE/CSE), radicalisation, or serious youth violence
- Children from minoritised groups who may face additional barriers or discrimination

We will make reasonable adjustments and provide targeted interventions to meet these pupils' needs. Support may include in-school provision, referrals to early help, or multi-agency working through the NSCP framework.

#### 4. Mental Health and Wellbeing

- All staff are trained to be alert to the links between safeguarding and mental health.
- Where a child is experiencing mental health difficulties, we will work with parents, the school's **Senior Mental Health Lead**, health professionals, and external services such as CAMHS or MHST.
- We promote mental health through a whole-school approach, including wellbeing initiatives, safe spaces in school and embedding resilience and coping strategies within the curriculum.

#### 5. Use of Restrictive Practices

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the academy should, in considering the risks, carefully recognise the additional vulnerability of these groups. Reasonable adjustments, in line with duties under the Equality Act 2010, for these groups will also be considered. Where possible these will be identified on individual risk assessments. For further information, please see our school's Physical Intervention Policy.

Restrictive practices are only used in exceptional circumstances to prevent harm and must be:

- **Proportionate, reasonable, and necessary**
- In line with the school's Positive Intervention Policy & Relationships & Behaviour Policy
- Carried out by staff trained in approved techniques
- Documented thoroughly, including the rationale, actions taken, and outcomes
- Reported to parents/carers and, where appropriate, safeguarding partners

Restrictive practices must never be used as punishment or to enforce compliance. We prioritise de-escalation, pupil dignity, and emotional regulation. Any use of physical intervention is reviewed by the DSL and senior leadership to ensure safeguarding standards are upheld.

## 6. Trauma-Informed and Inclusive Practice

- We adopt a trauma-informed approach, recognising the impact of adverse childhood experiences (ACEs) on behaviour, relationships, and learning.
- Staff are supported to respond with sensitivity and consistency, fostering trusting relationships and safe routines.
- We are committed to equality and inclusion, actively challenging discrimination and ensuring equity of access to support for all pupils.

## 7. Alternative Provision and Education Outside of school

Where a pupil is placed in alternative provision or educated off-site, we:

- Retain overall safeguarding responsibility and maintain oversight of the pupil's welfare and progress.
- Share relevant safeguarding information with the provider in advance of placement.
- Seek and expect written assurance that the provider has effective safeguarding policies and procedures in place.
- Monitor attendance, progress, and wellbeing through regular contact with both the provider and the pupil.

## 8. Ongoing Monitoring and Transitions

- Safeguarding records are monitored to identify emerging patterns of concern.
- Individual support plans are regularly reviewed with pupils, parents/carers, and professionals.
- When pupils move **schools**, safeguarding records are transferred securely and within five working days, in line with NSCP expectations.

## 9. Empowering Pupils

We are committed to equipping pupils with the knowledge and confidence to safeguard themselves by:

- Delivering **RSHE/PSHE** programmes that cover online safety, healthy relationships, exploitation, and resilience.
- Ensuring pupils know about support services such as **Childline**, **NSPCC**, and local safeguarding agencies.
- Embedding opportunities for pupil voice, such as school council and wellbeing champions, to shape our safeguarding culture.

## Section G - Safeguarding in the Curriculum

At **Lantern Lane**, we believe safeguarding is most effective when it is **embedded across the whole curriculum** and **school** life. Our aim is to equip pupils with the knowledge, skills, and confidence to recognise risk, seek help, and make safe, informed choices in all aspects of their lives.

## 1. Whole-School Approach to Preventative Education

- Safeguarding education is delivered through a **planned, progressive, and age-appropriate programme** that reflects our school values and ethos.
- Learning is timetabled and reinforced across the wider curriculum and through the wider school culture.
- A planned programme of RHSE and PHSE (see Health & Relationships Policy for further information) which includes;
  - **RSHE (Relationships, Sex and Health Education)**
  - **PSHE (Personal, Social, Health and Economic Education)**
  - **Computing and Online Safety**
  - **Assemblies, themed days/weeks, and external speakers**
  - **Cross-curricular links** (e.g., English, Drama, Citizenship, PE)
- Our curriculum promotes a culture of **zero tolerance** towards abuse, discrimination, harassment, and violence of any kind, ensuring that no form of child on child abuse is ever dismissed as horseplay or teasing.

## 2. Key Topics Covered

We ensure pupils are educated on a broad range of safeguarding issues, using **evidence-based resources** and adapting content to reflect **local safeguarding priorities**.

Topics include (but are not limited to):

- Bullying (including cyberbullying and prejudice-based bullying)
- Online safety, digital resilience, and responsible use of technology
- Child-on-child abuse, sexual harassment, and harmful sexual behaviour
- Domestic abuse and healthy relationships
- Consent, bodily autonomy, and respect for boundaries
- Exploitation (Child Sexual Exploitation, Child Criminal Exploitation, county lines)
- Radicalisation and extremism
- Honour-based abuse, including FGM and forced marriage
- Mental health, resilience, and emotional wellbeing
- Substance misuse and risky behaviours
- Road, fire, and water safety

- Knife crime and serious youth violence

### 3. Empowering Pupils

We aim to create an environment where pupils:

- Feel safe to ask questions, challenge unsafe behaviours, and express concerns without fear of stigma.
- Understand their rights, responsibilities, and the importance of respecting others.
- Know how to access help, both in school and externally (e.g., Childline, NSPCC, Kooth).
- Recognise signs of abuse, exploitation, and coercion.
- Develop resilience, empathy, critical thinking, and self-esteem.

Pupil voice is central to our approach. We actively involve pupils in **shaping, evaluating, and improving** our safeguarding curriculum through various feedback mechanisms.

### 4. Staff Responsibilities

All staff are expected to:

- Reinforce safeguarding messages consistently across subjects and interactions.
- Be alert to safeguarding concerns or disclosures arising during lessons.
- Use age-appropriate, inclusive, and accessible language and resources.
- Adapt delivery to meet the needs of pupils with **SEND and additional vulnerabilities**.
- Share any concerns promptly with the **Designated Safeguarding Lead (DSL)**.

Staff receive regular training and updates to ensure they are confident in delivering sensitive content and responding appropriately.

### 5. Curriculum Review and Evaluation

Our safeguarding curriculum is reviewed annually and informed by:

- Pupil feedback and engagement.
- Local and national safeguarding trends and emerging risks.
- Updates to statutory guidance (e.g., *Keeping Children Safe in Education 2025, Relationships, Sex and Health Education statutory guidance*).
- Input from the NSCP, MASH, Operation Encompass, and other safeguarding partners.

We are committed to **continuous improvement**, ensuring our safeguarding curriculum remains relevant, inclusive, and impactful, preparing pupils for life in modern Britain.

## Section H - Online Safety



At Lantern Lane we recognise that safeguarding children includes protecting them from risks associated with digital technologies. Online safety is a core part of our safeguarding strategy and is embedded across our curriculum, policies, and school culture.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

We are committed to ensuring that pupils, staff, and visitors use technology safely and responsibly, and that our systems are robust enough to prevent access to harmful content while enabling effective learning.

## 1. Whole-School Approach to Online Safety

Online safety is addressed through:

- A dedicated **Online Safety Policy** aligned with DfE guidance and the **Filtering and Monitoring Standards (2023)**
- Integration into **RSHE, PSHE, Computing**, and wider curriculum
- Regular **staff training** and updates on emerging risks
- Engagement with **parents/carers** to promote safe use of technology at home
- Clear procedures for reporting online concerns, including cyberbullying, grooming, and harmful content

## 2. Filtering and Monitoring Systems

We use appropriate filtering and monitoring systems to:

- Block access to harmful or inappropriate content
- Monitor user activity for signs of risk or misuse
- Alert designated staff to potential safeguarding concerns

These systems are reviewed **on a termly basis** and are proportionate to the age, needs, and vulnerabilities of our pupils. Lantern Lane Primary School is doing all that they reasonably can to limit children's exposure

to harms online. The school's governing body ensures appropriate filters and appropriate monitoring systems are in place. The Head Teacher/DSL are notified if the filter has stopped access to a website deemed potentially harmful/ inappropriate. It is the DSL/Head Teacher's role to provide the ICT Company with a list of topics which would cause such alarm and which they would need notifying on should these be accessed by a pupil/ staff member.

We follow the DfE's **Digital and Technology Standards** and ensure:

- Roles and responsibilities for managing filtering and monitoring are clearly defined
- Systems do not unreasonably impact teaching and learning
- Staff are trained to understand and respond to alerts appropriately

### 3. Risks Addressed

We educate and safeguard pupils against a range of online risks, including:

- **Cyberbullying** and online harassment
- **Online grooming**, exploitation, and radicalisation
- **Exposure to pornography**, violent content, or hate speech
- **Sharing of nudes/semi-nudes** and youth-produced sexual imagery
- **Online challenges, hoaxes**, and misinformation
- **Use of generative AI**, deepfakes, and manipulated media
- **Access via mobile networks** (e.g., 4G/5G) bypassing filters

Staff are trained to recognise signs of online harm and respond in line with safeguarding procedures.

### 4. Curriculum Integration

Pupils are taught to:

- Recognise online risks and unsafe behaviours
- Understand privacy, consent, and digital footprints
- Report concerns and seek help
- Use technology responsibly and respectfully
- Navigate misinformation, disinformation, and conspiracy theories
- Understand the risks and dangers associated with generative AI

We use age-appropriate resources and adapt content to reflect local safeguarding concerns and pupil needs.

If a staff member becomes concerned about a pupil or staff member's online activity, then they should report their concerns following safeguarding reporting procedures or follow the whistleblowing procedures.

No child in school should have access to a mobile phone during the school day; only Y5/6 children are permitted to bring a mobile phone to school and this must be handed into their class teacher at the beginning of the school day. Children should not have their mobile phone on whilst on our school site.

## 5. Staff Responsibilities

All staff must:

- Supervise pupil use of technology appropriately
- Report breaches in filtering or monitoring systems
- Reinforce online safety messages across the curriculum
- Understand their role in safeguarding pupils online, including during remote learning
- Not use any mobile phones in areas where or when children are present and not use personal devices for taking photos or videos of pupils.

## 6. Remote Learning and Home Use

Where pupils access learning remotely, we ensure:

- Platforms used are secure and age-appropriate
- Pupils and parents receive guidance on safe use
- Staff maintain safeguarding oversight and report concerns

We work with families to promote safe online habits and provide support where risks are identified. Where children are being asked to learn online at home, the department has provided advice to support schools and colleges do so safely (KCSiE 2025).

## **Section I – Working with Parents/Carers**

At Lantern Lane, we recognise that safeguarding is most effective when we work in partnership with parents and carers. We are committed to building strong, transparent relationships with families, based on mutual trust, respect, and shared responsibility for keeping children safe.

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school website and available from our school office upon request. A leaflet summarising key points will be available in our reception area, introduced at initial meetings with parents of new learners and available at parent/carer events.

The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputies and include their availability during out-of-school hours and school holidays.

We ensure that parents/carers:

- Are informed about **our** safeguarding responsibilities and procedures
- Understand how concerns are managed and when referrals may be made
- Know who to contact if they have safeguarding concerns

We aim to communicate in a way that is clear, accessible, and sensitive to individual needs, including providing information in alternative formats or languages where required.

## **2. Consent and Information Sharing**

We follow the principles of the **Data Protection Act 2018**, **UK GDPR**, and **Information Sharing Advice for Practitioners (DfE)**. While we seek parental consent for information sharing where appropriate, we will share information without consent if:

- A child is at risk of significant harm
- Seeking consent may increase the risk to the child
- There is a statutory duty to share information

Staff are trained to understand the boundaries of confidentiality and the importance of timely, lawful information sharing.

## **3. Supporting Families**

We recognise that families may face challenges that impact their ability to safeguard their children. We offer support through:

- Early Help referrals and signposting to local services
- Pastoral support and family liaison staff
- Access to parenting programmes and workshops
- Referrals to external agencies (e.g., mental health, housing, domestic abuse support)

We work collaboratively with families to identify needs, agree support plans, and monitor progress.

## **4. Involving Parents in Safeguarding Education**

We encourage parents/carers to engage with safeguarding education by:

- Sharing online safety guidance and resources
- Providing updates on safeguarding topics via newsletters, workshops, and school events
- Promoting awareness of risks such as exploitation, radicalisation, and harmful online content
- Encouraging open conversations at home about safety and wellbeing

We aim to empower families to reinforce safeguarding messages and support their children's development.

- Ensuring parents/carers are provided with regular, accurate and clear information about how to help protect their children from harm (including e-safety & child on child abuse) and what pupils are being taught.

The guidance can be found here <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **5. Respecting the Child's Voice**

Where appropriate, we consider the child's views when deciding whether to inform parents/carers about a safeguarding concern. This is particularly relevant where:

- The child is mature enough to make informed decisions
- Informing parents may increase risk or distress
- The child has expressed a clear preference

Decisions are made in consultation with the DSL and, where necessary, safeguarding partners.

## **Section J - Children in Care and Previously in Care**

We recognise that Children in Care (CiC) and those previously in care may face additional barriers to learning, wellbeing, and safety. We are committed to promoting their educational achievement, safeguarding their welfare, and ensuring they feel valued and supported throughout their time in our school.

### **1. Designated Teacher Responsibilities**

We appoint a **Designated Teacher for Children in Care**, who is responsible for:

- Acting as a key point of contact for the Virtual School
- Attending and contributing to **Personal Education Plan (PEP)** reviews
- Ensuring that CiC pupils receive appropriate support, interventions, and access to enrichment opportunities
- Monitoring progress, attendance, and wellbeing
- Liaising with carers, social workers, and other professionals

The Designated Teacher works closely with the **Designated Safeguarding Lead (DSL)** to ensure a coordinated approach to safeguarding and education.

### **2. Children Previously in Care**

We recognise that children who were previously looked after may continue to experience vulnerability. These pupils are supported through:

- Pastoral care and targeted interventions
- Access to mental health and wellbeing support
- Inclusion in safeguarding monitoring and review processes
- Continued liaison with the Virtual School where appropriate

Staff are made aware of the potential challenges faced by previously looked-after children and are trained to respond with sensitivity and understanding.

### **3. Private Fostering Arrangements**

A **private fostering arrangement** occurs when a child under 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more. We have a statutory duty to report any known or suspected private fostering arrangements to the local authority.

Staff must:

- Notify the DSL if they become aware of a private fostering arrangement

- Support the DSL in liaising with the family and confirming whether the local authority has been informed
- Ensure that safeguarding procedures are followed and that the child's welfare is prioritised

We take steps during admission to verify the relationship between the child and the adults registering them.

#### **4. Kinship Care Arrangements**

**Kinship care** refers to children being raised by relatives or close family friends. These arrangements may be informal or formalised through legal orders. Schools must:

- Identify and support children in kinship care, including those not known to the local authority.
- Be aware of the local authority's published *Kinship Care offer* and signpost carers to relevant support.
- Liaise with the Virtual School Head to promote educational outcomes for children in kinship care.
- Ensure staff understand the potential vulnerabilities and safeguarding needs of children in kinship arrangements.

#### **4. Multi-Agency Working**

We work closely with **Virtual Schools, Children's Social Care, Health and mental health services, Carers and families** to ensure that CiC and previously looked-after children receive the support they need to thrive. We contribute to multi-agency plans and ensure that safeguarding concerns are addressed promptly and effectively.

### **Section K - Particularly Vulnerable Groups**

At Lantern Lane, we recognise that some children and young people may be particularly vulnerable to abuse, neglect, exploitation, or harm due to their individual circumstances, characteristics, or lived experiences. We are committed to identifying these pupils early, providing tailored support, and ensuring that safeguarding arrangements reflect their specific needs.

#### **1. Identification and Monitoring**

We actively monitor and support pupils who may be vulnerable due to factors including (but not limited to):

- Special Educational Needs and Disabilities (SEND)
- Mental health needs
- Young carers
- Children in care or previously in care
- Children with a social worker or history of social care involvement
- Children affected by domestic abuse, parental substance misuse, or mental health
- Children at risk of exploitation (CSE, CCE, county lines)
- Children at risk of radicalisation or extremism
- Children from minority ethnic backgrounds or with protected characteristics

- Children who are LGBTQ+ or exploring their identity
- Children who are privately fostered
- Children missing education or frequently absent
- Children at risk of serious violence or involved in gang activity

Staff are trained to recognise signs of vulnerability and report concerns promptly to the DSL. We use safeguarding records, attendance data, behaviour logs, and pupil voice to identify patterns and respond proactively.

## **2. Reasonable Adjustments and Positive Action**

We make reasonable adjustments to ensure that pupils with protected characteristics or additional needs are safeguarded effectively. This includes:

- Differentiated safeguarding education
- Accessible reporting systems
- Tailored pastoral support
- Positive action to address disadvantage or discrimination
- Inclusive curriculum content and representation

We promote a culture of respect, equity, and inclusion, and challenge all forms of prejudice-based bullying or harassment.

## **3. SEND and Communication Needs**

Children with SEND may face barriers to recognising or reporting abuse. We ensure:

- Staff are trained to understand SEND-specific safeguarding risks
- Communication methods are adapted to meet individual needs
- Additional pastoral support is available
- External agencies (e.g. Learning Support, EHCP teams) are involved where appropriate

We recognise that challenging behaviour may be a sign of distress or unmet need and respond accordingly.

## **4. Specific Safeguarding Risks**

We are alert to specific safeguarding risks that may disproportionately affect vulnerable groups, including:

- **Female Genital Mutilation (FGM):** Staff are aware of the mandatory reporting duty and indicators of risk.
- **Forced Marriage and Honour-Based Abuse:** We educate pupils and staff on recognising coercion and cultural pressures.
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** We work with external agencies to identify and support children at risk.

- **Radicalisation and Extremism:** We fulfil our Prevent Duty obligations through training, curriculum, and referral pathways.
- **Serious Youth Violence and Knife Crime:** We engage with community partners and police to address local concerns.
- **Sexual Abuse and Grooming:** Staff are trained to identify signs of manipulation, distress, and inappropriate relationships, and respond swiftly and sensitively.

## 5. Multi-Agency Collaboration

We work closely with safeguarding partners to support vulnerable pupils, including:

- Children's Social Care
- Health and mental health services
- Youth justice and early help teams
- Domestic abuse and exploitation services
- Prevent and Channel teams

We contribute to multi-agency plans and ensure that pupils receive coordinated, timely support.

## Section L - Prevention in the Curriculum

At Lantern Lane, we recognise that safeguarding is most effective when it is proactive, preventative, and embedded across the curriculum. We are committed to preparing pupils for life in modern Britain by equipping them with the knowledge, skills, and confidence to identify risk, make safe choices, and seek help when needed.

### 1. Preventative Education Strategy

We adopt a **whole-school approach** to preventative safeguarding education, which includes:

- A planned programme of **RSHE** and **PSHE** that is age-appropriate, inclusive, and accessible to all pupils
- Integration of safeguarding themes across subjects such as Computing, Citizenship, English, and Drama
- Regular assemblies, workshops, and themed events focused on safety, wellbeing, and resilience
- Use of evidence-based resources and input from external agencies (e.g. NSPCC, Police, Prevent Team)

Our curriculum reflects the statutory expectations outlined in **KCSIE 2025**, including the promotion of a culture of zero tolerance for abuse, harassment, and discrimination.

### 2. Key Topics Covered

Pupils are taught to:

- Recognise and manage risks in different contexts (online, peer relationships, public spaces)
- Understand consent, boundaries, and bodily autonomy



- Identify and respond to bullying, including cyberbullying and prejudice-based bullying
- Navigate online safety, including risks from AI, misinformation, and using critical thinking skills
- Understand the law around sharing nudes/semi-nudes and youth-produced sexual imagery
- Recognise signs of grooming, exploitation, and radicalisation
- Develop healthy relationships and challenge harmful behaviours
- Understand the impact of domestic abuse and how to seek help
- Resist peer pressure and make informed decisions
- Know how and where to report concerns

### 3. Curriculum Adaptation and Inclusion

We ensure that safeguarding education is:

- **Differentiated** to meet the needs of pupils with SEND and other vulnerabilities
- **Responsive** to local safeguarding concerns and emerging risks
- **Inclusive** of pupils with protected characteristics, with reasonable adjustments made where needed
- **Reviewed annually** to ensure relevance, impact, and alignment with statutory guidance

Pupils are actively involved in shaping the curriculum through feedback, pupil voice activities, and consultation.

### 4. Staff Responsibilities

All staff are expected to:

- Reinforce safeguarding messages across the curriculum
- Create safe spaces for discussion and disclosure
- Be alert to safeguarding indicators during lessons
- Liaise with the DSL if concerns arise during curriculum delivery
- Ensure that content is delivered sensitively and appropriately

Staff receive regular training to support effective delivery of preventative education.

## **Section M - Child-on-Child Abuse and Harmful Sexual Behaviour**

At Lantern Lane, we recognise that children can be both victims and perpetrators of abuse. We are committed to preventing, identifying, and responding to all forms of **child-on-child abuse**, including **harmful sexual behaviour (HSB)**, in line with statutory guidance and local safeguarding procedures.

We adopt a zero-tolerance approach to abuse and harassment between children and ensure that all incidents are taken seriously, investigated appropriately, and responded to with care and professionalism. Our approach promotes a culture of zero tolerance towards abuse, discrimination, harassment, and violence of any kind, ensuring that no form of child on child abuse is ever dismissed as banter, horseplay or teasing.

Our child on child abuse policy provides more detail on our approach to this issue.

## 1. Definitions and Scope

Child-on-child abuse may include:

- **Physical abuse** (e.g. hitting, kicking, biting)
- **Bullying** (including cyberbullying and prejudice-based bullying)
- **Sexual violence** (e.g. rape, assault by penetration)
- **Sexual harassment** (e.g. sexual comments, jokes, online harassment)
- **Sharing of nudes/semi-nudes** (youth-produced sexual imagery)
- **Upskirting** (a criminal offence under the Voyeurism Act 2019)
- **Initiation/hazing-type violence and rituals**
- **Controlling or coercive behaviour** in peer relationships
- **Emotional and psychological abuse** (e.g. manipulation, intimidation, gaslighting)

**Harmful sexual behaviour** may be developmentally inappropriate, be coercive, abusive, or exploitative. It can occur online or offline and may be perpetrated by individuals or groups, directed at peers, younger children or even adults.

## 2. Prevention and Education

We take a proactive approach to preventing child-on-child abuse through:

- A robust RSHE and PSHE curriculum that teaches consent, boundaries, respect, and healthy relationships
- Online safety education, including risks from mobile networks and AI-generated content
- Assemblies, workshops, and pupil-led initiatives
- Staff training on recognising and responding to HSB and child-on-child abuse
- Clear behaviour policies and safeguarding procedures

We promote a culture where pupils feel safe to report concerns and understand that abuse is never acceptable.

## 3. Reporting and Responding to Incidents

All staff must report concerns about child-on-child abuse to the DSL immediately. The DSL will:

- Assess the nature and severity of the incident
- Consider the wishes and needs of the victim
- Take appropriate safeguarding action, including referral to MASH or the police if necessary
- Inform and involve parents/carers unless doing so would increase risk
- Record all actions, decisions, and outcomes in the safeguarding system

Victims are supported to feel safe, heard, and respected. Perpetrators are also supported, with consideration given to underlying needs or trauma.

#### **4. Supporting Pupils**

Support for victims may include:

- Pastoral care and safe spaces
- Access to counselling or therapeutic services
- Regular check-ins and trusted adult relationships
- Safety planning, risk assessments and adjustments to routines

Support for perpetrators may include:

- Behaviour interventions and restorative approaches
- Referral to external services (e.g. CAMHS, youth offending)
- Education around consent, boundaries, and respectful behaviour

We recognise that both victims and perpetrators may require safeguarding support and that early intervention is key to preventing escalation.

#### **5. Multi-Agency Working and Resources**

We work closely with safeguarding partners to address child-on-child abuse, including:

- Nottinghamshire MASH
- Police and youth justice services
- NSPCC and Stop It Now
- Lucy Faithfull Foundation
- Nottinghamshire Local Authority and other relevant safeguarding partners

We use tools such as the **HSB Toolkit**, **Neglect Toolkit**, and **Contextual Safeguarding Self-Assessment** to inform our practice.

### **Section N - Allegation Against Staff**

At Lantern Lane, we take all allegations and concerns about staff conduct seriously. We are committed to maintaining a safeguarding culture where concerns are identified early, reported appropriately, and managed in line with statutory guidance and local procedures.

This section applies to all staff, including supply staff, volunteers, contractors, and visitors working with children.

#### **Managing Allegations**

As a school, we ensure that procedures are in place to deal with allegations of abuse against teachers, other staff, including volunteers and supply staff that indicate that they:

- behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This could be when a person has been involved in behaviour outside of school (this may not directly involve children) which might make them unsuitable to work with children.

When an allegation is made against a member of staff, the procedures set out in the policy for dealing with allegations against staff must be followed. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO).

If an allegation is made two main aspects will be considered:

- 1) Looking after the welfare of the child – the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse (described below)
- 2) Investigating and supporting the person subject to the allegation

In the event of any complaint or allegation against a member of staff, the Head Teacher (Designated Safeguarding Lead) or one of the Deputy DSLs if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher (or equivalent), the Chair of Governors (who is also the safeguarding governor) will be informed without delay and the Local Authority Designated Officer will be informed within one working day. The governor with responsibility for safeguarding is Nicholas McGowan. Contact details are available from the school office and the school website

If there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Under Keeping Children Safe in Education guidance, it is made clear that all staff should know how to make a referral.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. If the allegation made against a member of staff (either paid or unpaid) meets the criteria for a referral to the LADO, then the Head Teacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of Keeping Children Safe in Education (KCSiE 2024). In all cases involving pupils the LADO will be contacted by the Head Teacher/Designated Safeguarding Lead and a discussion will take place to decide whether:

- no further actions are needed, in which case the justification should be recorded by the Complaint Lead and the Designated Officer(s) and an agreement on what information should be put in writing to the individual concerned and by whom
- a strategy discussion should take place in accordance with the statutory guidance [Working Together to Safeguard Children](#)
- there should be immediate involvement of the police or social care.

If after initial consideration the concerns do not meet the criteria for a referral to the LADO then the school will manage the 'low level' concern in accordance with NCC policies, this may include disciplinary policy, code of conduct, acceptable use and social media policy. The Head Teacher will be the ultimate decision maker on the most appropriate course of action to be taken. This may be done in collaboration with others, such as the Designated Safeguarding Lead. Considerations of any further training or further action will be carried out.

Where school is in any doubt as to whether the information meets the 'harm' threshold they will contact the LADO team.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

We follow the procedures outlined in **Part Four of Keeping Children Safe in Education (KCSIE) 2025** and the **Nottinghamshire Safeguarding Children Partnership (NSCP)** protocols.

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

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

All allegations must be reported immediately to the **Headteacher**.

## **2. Role of the Case Manager and LADO**

The **Case Manager** (usually the Headteacher or Chair of Governors) is responsible for:

- Liaising with the LADO
- Ensuring the allegation is investigated promptly and fairly
- Coordinating with police and children's social care where necessary
- Ensuring the safety and welfare of the child
- Supporting the member of staff subject to the allegation

The **LADO** provides oversight, advice, and guidance throughout the process and ensures consistency and timeliness.

## **3. Low-Level Concerns**

The term 'low level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Any such concerns about a member of staff, supply staff, volunteer or contractor, including those which do not meet the harm threshold are shared responsibly with the Designated Safeguarding lead and the Head Teacher, and recorded and dealt with appropriately. Where supply staff and contractors are employed separately the school will notify their employers. Doing so will ensure that they are dealt with effectively and protect those working in or on the school's behalf from false allegations or misunderstandings. The Designated Safeguarding Lead and/or Head Teacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

All low-level concerns will be recorded in writing, including the details of the concern, the context and actions taken. The name of the individual sharing their concern will also be noted where possible.

#### **4. Whistleblowing**

All staff must remember that the welfare of the child is paramount. Our whistleblowing policy enables staff to raise concerns or allegations, initially in confidence. All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. This includes concerns about:

- Safeguarding failures
- Unsafe behaviour by colleagues
- Inadequate safeguarding procedures

The aim of the Whistleblowing procedures is to provide an internal mechanism for reporting, investigation and remedying any wrongdoing in the workplace. In most cases the employee should not find it necessary to alert anyone externally. The law recognises that in some circumstances it may be appropriate for the employee to report his/her concerns to an external body such as a regulator. General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) and [the NSPCC's what you can do to report abuse dedicated helpline](#). Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line - 0800 0280285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or the police if they believe direct reporting is necessary to secure action. Whistle-blowers are protected under the Public Interest Disclosure Act and will not suffer detriment for raising genuine concerns.

#### **5. Abuse of position of trust**

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

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Allegations of inappropriate behaviour and/or abuse of position of trust should be reported using the procedures listed in the section above.

#### **5. Safeguarding Culture**

We are committed to fostering a safeguarding culture that includes:

- Clear expectations for staff behaviour (Code of Conduct)
- Regular safeguarding training and updates
- Open dialogue and reflective practice
- Support for staff involved in safeguarding processes
- Transparent and fair management of allegations

Safeguarding is everyone's responsibility, and we expect all staff to uphold the highest standards of professional conduct.

## **Section O – Professional Development and Training**

At Lantern Lane, we recognise that safeguarding is most effective when all staff are confident, knowledgeable, and up to date with current guidance and best practice. We are committed to ensuring that all staff, governors, and volunteers receive appropriate safeguarding training and ongoing professional development.

### **1. Induction Training**

All new staff, supply staff, volunteers, and governors receive safeguarding induction before commencing work. This includes:

- The setting's **Child Protection Policy**
- The **Staff Behaviour Policy / Code of Conduct**
- The **Behaviour Policy**
- Identification of the **Designated Safeguarding Lead (DSL)** and deputies
- Procedures for reporting concerns and disclosures
- Confirmation of having read **Part 1 (or Annex A)** of *Keeping Children Safe in Education (KCSIE) 2025*

Induction is tailored to the individual's role and responsibilities.

### **2. Ongoing Safeguarding Training**

All staff receive safeguarding and child protection training that is:

- **Refreshed at least annually**
- **Updated in response to emerging risks**, changes in legislation, or local procedures
- Delivered through a combination of **whole setting INSET, online modules, staff briefings, and external courses**
- Our school utilises an annual checklist when staff are inducted which includes the above, but also other policy and procedural information. Staff sign to confirm that they have not only read the information, but complete an assessment of key points to ensure understanding.

Training includes topics such as:

- Online safety and filtering/monitoring standards
- Child-on-child abuse and harmful sexual behaviour
- Domestic abuse and Operation Encompass
- Exploitation (CSE, CCE, county lines)
- Mental health and trauma-informed practice
- Prevent and radicalisation
- FGM and honour-based abuse
- Whistleblowing and low-level concerns

### 3. DSL and Governor Training

The **Designated Safeguarding Lead (DSL)** and deputies:

- Complete enhanced safeguarding training **every two years**
- Attend **termly DSL network meetings** and **local safeguarding briefings**
- Receive training on **data protection, online safety, and multi-agency working**
- Are supported to maintain oversight of safeguarding trends and case management

Governors:

- Receive safeguarding training at induction
- Are updated annually on safeguarding responsibilities and strategic oversight
- The **Safeguarding Link Governor** attends additional training at least every three years

### 4. Training Register and Evaluation

We maintain a **training register** that records:

- Dates and types of training completed
- Staff attendance and completion status
- Evaluation of training impact and feedback

This register informs the **annual safeguarding report to governors** and helps identify gaps or future training needs.

### 5. Culture of Learning and Reflection

We promote a safeguarding culture that encourages:

- Continuous professional development
- Reflective practice and peer learning
- Openness to new guidance and local learning reviews
- Engagement with safeguarding partners and external expertise



Staff are encouraged to contribute to the development of safeguarding practice and share insights from training.

## **Section P - Identification for Visitors**

At our school, we are committed to ensuring that all visitors to our site are appropriately identified, vetted, and supervised in line with safeguarding expectations. We recognise that visiting professionals, contractors, and volunteers may have access to children and must therefore meet the same safeguarding standards as school staff.

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has

Parents who are visiting the school for one-off school events (e.g. sports days, assemblies, meeting with staff member) etc.) do not need to sign in. The Head Teacher or DSL will exercise professional judgment in determining supervisory levels and whether any additional provisions need to be put into place

### **1. Expectations for Visitors**

All visitors must:

- Report to the main reception on arrival
- Present **official photographic ID** and, where applicable, evidence of **DBS clearance**
- Sign in using the setting's visitor management system
- Wear a **setting-issued visitor badge** at all times while on site
- Be accompanied or supervised unless prior safeguarding clearance has been confirmed

Visitors without appropriate ID or clearance may be refused entry or restricted to non-child-facing areas.

### **2. DBS Verification and Nottinghamshire DBS Letter Process**

Where visitors are from external organisations (e.g. NHS, social care, educational services), we follow the **Nottinghamshire DBS Letter Process**, which provides written confirmation from the employing organisation that:

- The visitor has undergone appropriate **DBS checks**
- Safeguarding procedures have been followed
- The visitor is suitable to work with children

This letter is updated annually and retained for reference. Visitors from Nottinghamshire County Council or other approved agencies are expected to carry their organisation ID and be listed on the DBS verification letter.

### **3. Visiting Professionals and Contractors**

Professionals working directly with pupils (e.g. therapists, social workers, peripatetic teachers) must:

- Be expected and pre-booked by the setting

- Have safeguarding clearance confirmed prior to arrival
- *Be briefed on the school's safeguarding procedures, including how to report concerns*

*Contractors working during school hours must:*

- *Be risk-assessed for safeguarding impact*
- *Be supervised if not DBS-cleared*
- *Avoid unsupervised contact with pupils*

#### **4. Volunteers and Regular Visitors**

Volunteers who work regularly with children are subject to:

- **Enhanced DBS checks**
- Safeguarding induction and training
- Ongoing supervision and review

Occasional volunteers may be supervised and risk-assessed depending on the nature of their role.

#### **5. Safeguarding Responsibilities**

All visitors are expected to:

- Agree to abide by our safeguarding procedures
- Report any concerns immediately to the **Designated Safeguarding Lead (DSL)**
- Maintain professional boundaries and confidentiality

Safeguarding information is displayed prominently in reception and staff areas, including contact details for the DSL and deputies.

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

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

**A child makes a disclosure**

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

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

**Discussing concerns with DSL**

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

**Still concerned in school time?**

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

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

Escalate any emerging threats/concerns by adopting NSCP procedures

**Out of hours concern?**

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

**Safeguarding concern resolved/no longer held**

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

**Consult with child and family if necessary**

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

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

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

## Appendix B: Guidance for Using Body Maps to Record Observations of Physical Injury

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

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

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

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

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

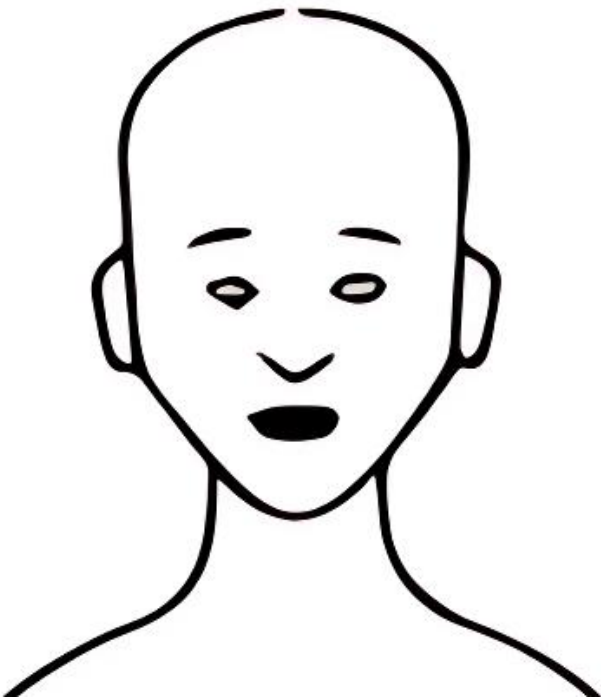
The **date and time** of the observation must be clearly recorded, along with the **name and role** of the person completing the record. Additional comments may be added where relevant.

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

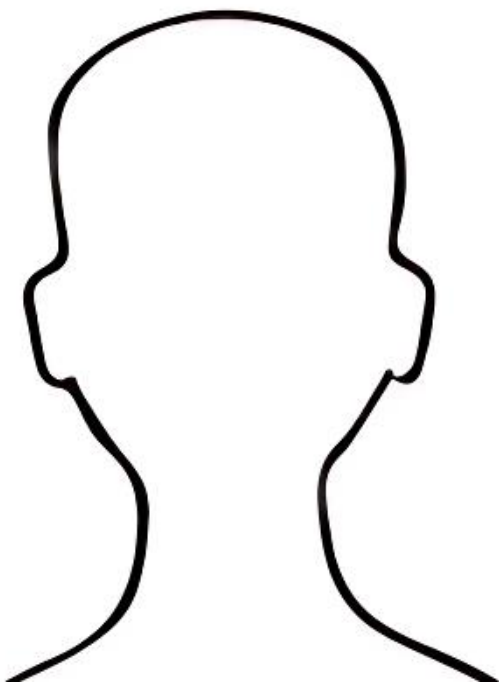
A completed body map should be stored securely within the child's **child protection file.**

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

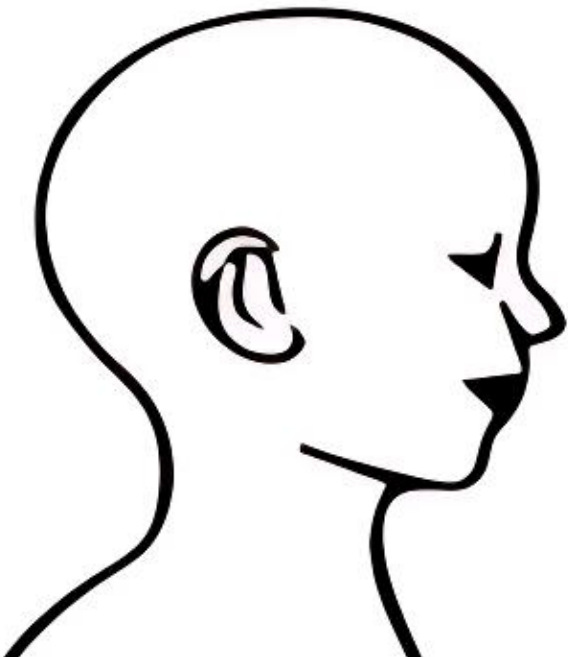
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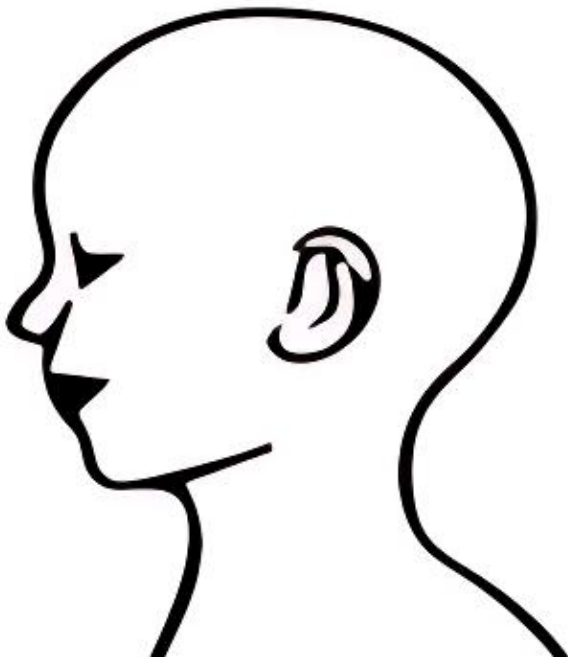
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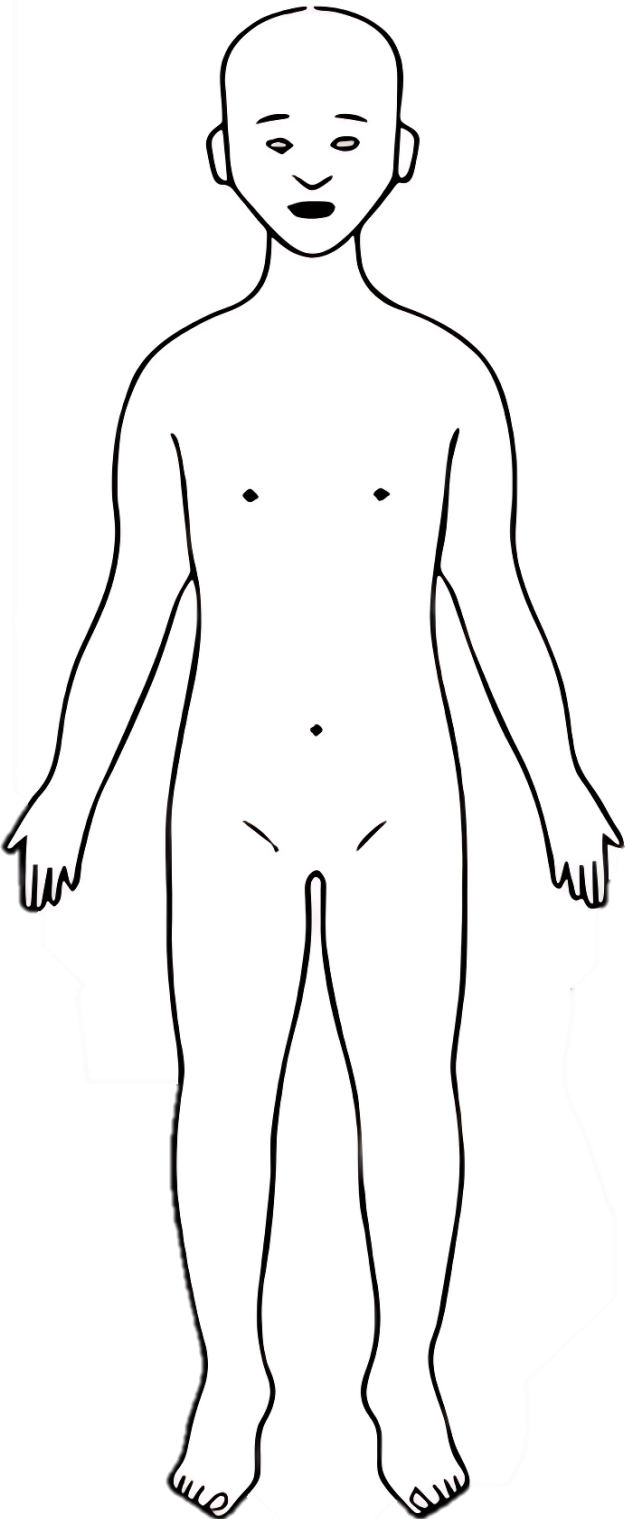


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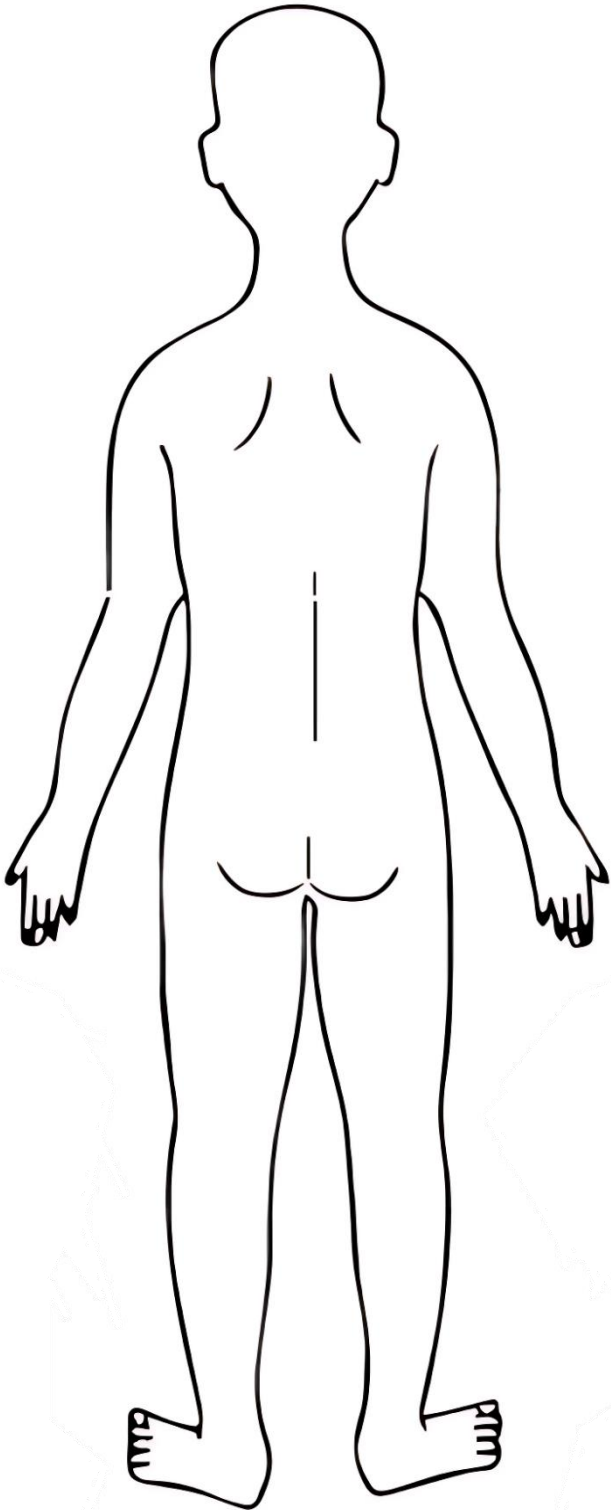


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|-------------------------------|--|-----------------------------|
| Names for child:              |  | Details of physical injury: |
| Date of Birth:                |  |                             |
| Name of worker:               |  |          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

FRONT

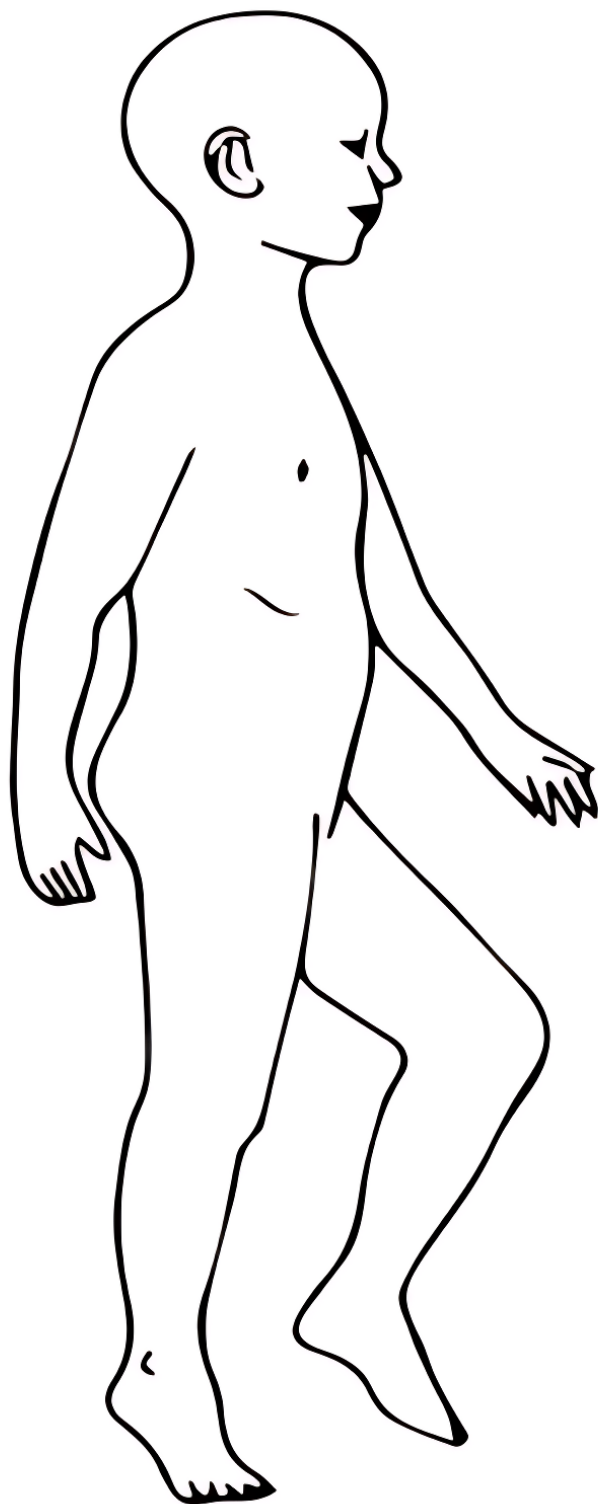


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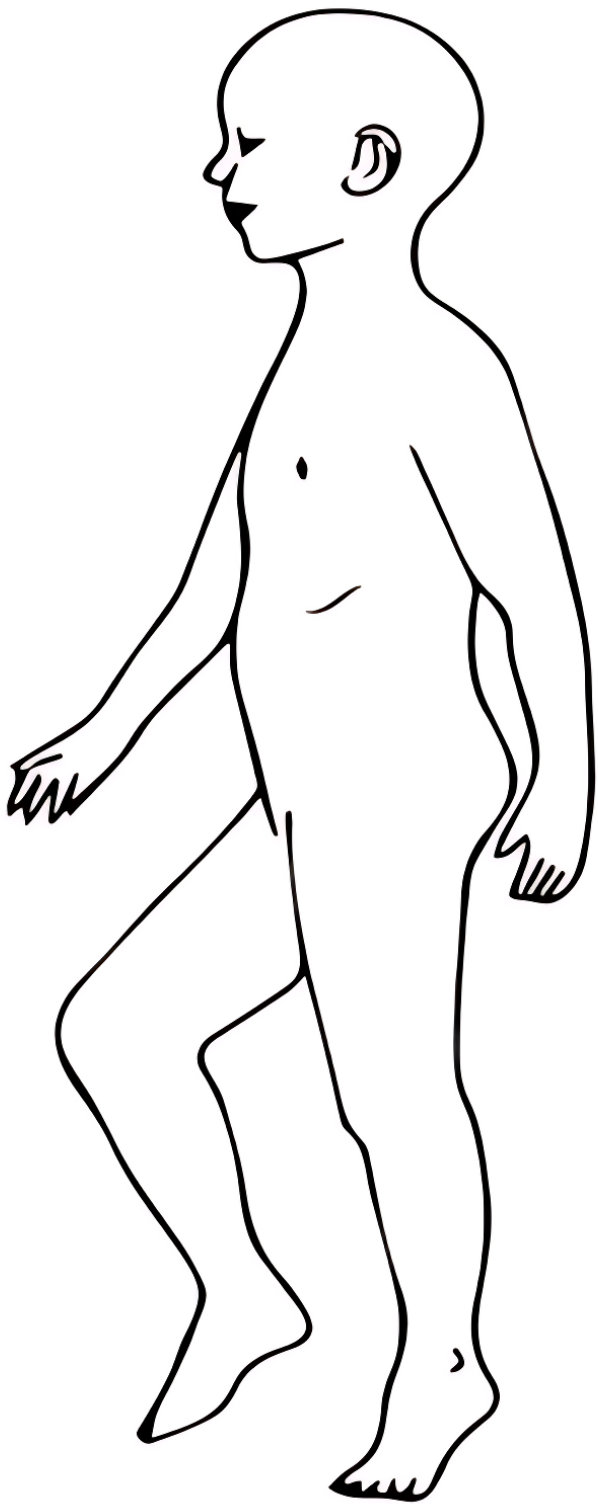


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| Names for child:              |  | Details of physical injury: |
| Date of Birth:                |  |                             |
| Name of worker:               |  |                             |
| Signature of worker:          |  |          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

RIGHT

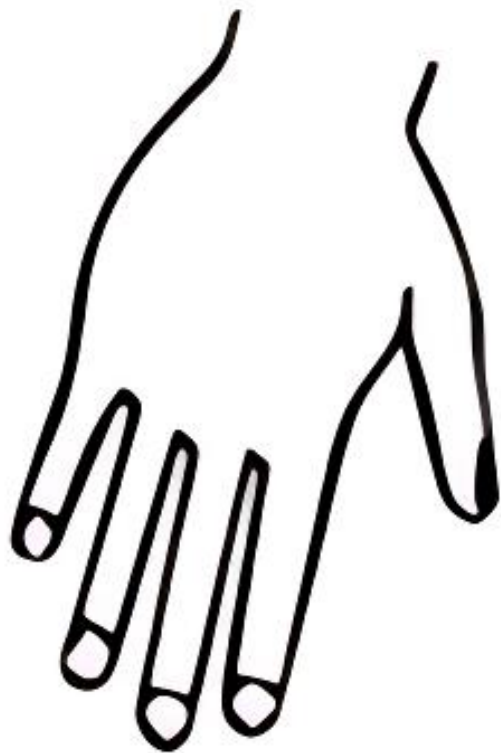


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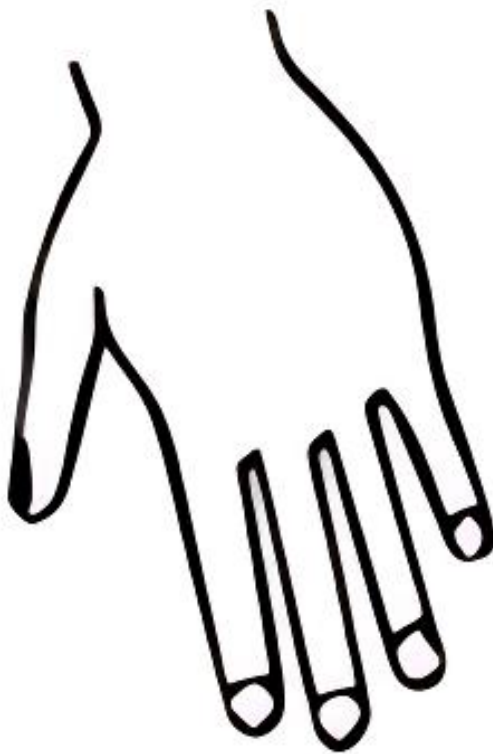
|                               |  |                             |
|-------------------------------|--|-----------------------------|
| Names for child:              |  | Details of physical injury: |
| Date of Birth:                |  |                             |
| Name of worker:               |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

RIGHT



BACK OF  
HANDS

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RIGHT



PALMS

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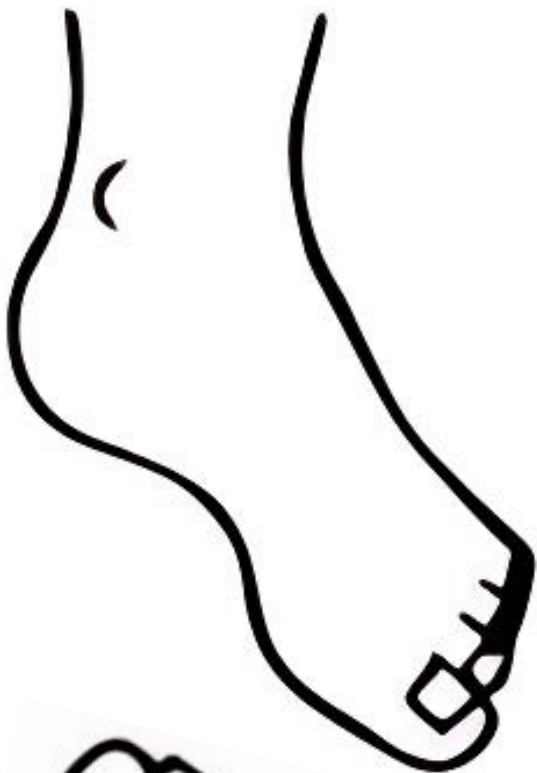
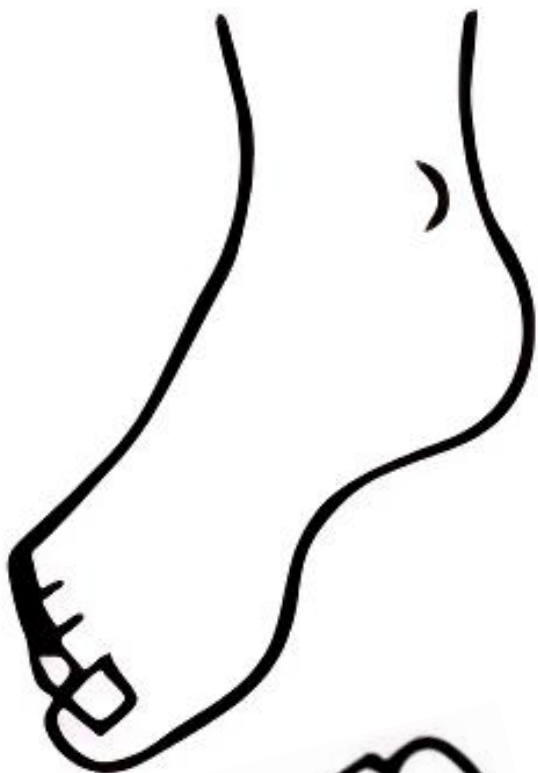


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|-------------------------------|--|-----------------------------|
| Names for child:              |  | Details of physical injury: |
| Date of Birth:                |  |                             |
| Name of worker:               |  |          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

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OF FEET



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LEFT

## Appendix C - Reporting a Safeguarding Concern using CPOMS– Guidance for staff

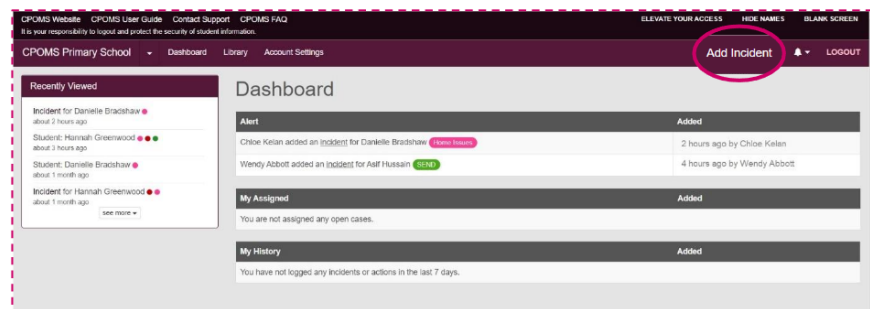
All safeguarding incidents should be reported online using CPOMS website. CPOMS enables you to report any safeguarding concern, see any updates and actions taken, and add any further action taken or incidents.

**If, at any point, there is a risk of immediate harm to a pupil, you must inform the DSL IMMEDIATELY.**

Go to: <https://lanternlaneprimary.cpoms.net>

Login with your username & password.

To add a new incident to the system click on the 'Add Incident' button, available to the top right of your dashboard.



You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.

### Add Incident Form (Non-Key Holder)

Where recording direct speech, use inverted commas and write in ALL CAPITALS.

#### Student

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name click on the 'x' delete button to choose an alternative student.*

#### Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be **accurate** and **specific**.



*When inputting any linked student names into the incident text box, please ensure that you spell their name **identically** to how it is spelt within your MIS. This ensures that if the school needs to use the 'Hide Names' feature when reporting in the future, their name will be detected and blanked out.*

If a student mentioned in the incident text will not be linked into the incident their name will not automatically be picked up by the 'Hide Names' feature should the school need to use it.

If recommended by your LA/Safeguarding Advisor or if you have a 'People Involved' custom field setup, you may use their initials instead or terms such as mum/ dad/ brother/ sister within the incident text.

#### Categories

Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.

#### Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

#### Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'.

#### Date/Time

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

#### Status

You may set the 'Status' of the incident to 'Active' or 'Closed'.

#### Assign to

You may also assign an incident to a specific staff member (*Key Holders Only*) if they will be dealing with it, by selecting their name in the 'Assign to' field. *The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'*

#### Files

If you would like to attach a file/ document to support the incident *e.g. a social services letter, previous school case notes, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

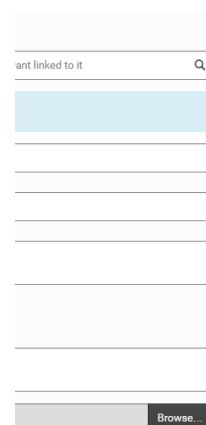
#### Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

#### Agency Involved

You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ pupil.

Once all of the above has been done, you must select the '**Add Incident**' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.



The screenshot shows a portion of the CPOMS incident form. At the top, there is a search bar labeled 'ant linked to it' with a magnifying glass icon. Below this is a blue header bar. The main form area contains several input fields: a text field for 'Assign to', a dropdown menu, and a file upload area with a 'Browse...' button. The file upload area shows a list of files with columns for file name, size, and type.

## Appendix D - Contact Details

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Senior Designated Safeguarding Lead                 | Peter Fowlie<br>email: <a href="mailto:pete.fowlie@lanternlane.notts.sch.uk">pete.fowlie@lanternlane.notts.sch.uk</a> tel: 01509 820112                                                                                                                                                                                                                                                                                                                 |
| School Deputy Designated Safeguarding Lead                 | Nuala Thompson<br>email: <a href="mailto:nuala.thompson@lanternlane.notts.sch.uk">nuala.thompson@lanternlane.notts.sch.uk</a><br>Tel: 01509 820112<br><br>Paula Panther<br>email: <a href="mailto:paula.panther@lanternlane.notts.sch.uk">paula.panther@lanternlane.notts.sch.uk</a><br>Tel: 01509 820112<br><br>Jen Evans<br>Email: <a href="mailto:jen.evans@lanternlane.notts.sch.uk">jen.evans@lanternlane.notts.sch.uk</a><br>Tel: 01509 820112    |
| Designated Governor for Child Protection/Safeguarding      | Nicholas McGowan<br>email: <a href="mailto:nicholasmcgowan@lanternlane.notts.sch.uk">nicholasmcgowan@lanternlane.notts.sch.uk</a><br>Tel: 01509 820112                                                                                                                                                                                                                                                                                                  |
| Attendance Champion                                        | Peter Fowlie<br>email: <a href="mailto:pete.fowlie@lanternlane.notts.sch.uk">pete.fowlie@lanternlane.notts.sch.uk</a> tel:01509 820112                                                                                                                                                                                                                                                                                                                  |
| SENDCo                                                     | Nuala Thompson<br>email: <a href="mailto:nuala.thompson@lanternlane.notts.sch.uk">nuala.thompson@lanternlane.notts.sch.uk</a><br>Tel: 01509 820112                                                                                                                                                                                                                                                                                                      |
| Local Authority                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Nottinghamshire Multi Agency Safeguarding Hub (MASH) team. | 0300 500 8090<br>*This is the number to refer a concern to social care for children who live in Nottinghamshire.<br><br>For non-urgent safeguarding enquiries, the online referral form should be completed: <a href="https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child">https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child</a>                |
| MASH Consultation Line                                     | 0115 977 4247                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Emergency Duty Team (Children's Social care)               | 0300 456 4546                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Nottinghamshire Police                                     | 999 for emergencies or 101 for non-emergencies<br><br><a href="mailto:SEIOs@Notts.Police.uk">SEIOs@Notts.Police.uk</a><br><br>Mandatory reporting of Female Genital Mutilation (FGM) via 101                                                                                                                                                                                                                                                            |
| Nottinghamshire Early Help Assessment Team                 | 01623 433500                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Nottinghamshire Customer Services                          | 0300 500 80 80<br>*If you are trying to contact a named social worker but don't have a number/team                                                                                                                                                                                                                                                                                                                                                      |
| Nottinghamshire Safeguarding Children In Education Officer | Zain Iqbal: 0115 8041047<br><a href="mailto:zain.iqbal@nottsgov.uk">zain.iqbal@nottsgov.uk</a>                                                                                                                                                                                                                                                                                                                                                          |
| Nottinghamshire Virtual School CLA                         | Virtual School general enquiries: 0115 977 4747 <a href="mailto:virtual.school@nottsgov.uk">virtual.school@nottsgov.uk</a><br><br>Previously looked after children advice and guidance: 0115 804 4677 <a href="mailto:virtualschooladvice@nottsgov.uk">virtualschooladvice@nottsgov.uk</a><br><br>Children with a social worker advice and guidance: 0115 804 3275 <a href="mailto:virtualschool.cwasw@nottsgov.uk">virtualschool.cwasw@nottsgov.uk</a> |
| MASH Nottinghamshire Education Adviser                     | Moira Loadman: 0115 80 42525<br><a href="mailto:moira.loadman@nottsgov.uk">moira.loadman@nottsgov.uk</a>                                                                                                                                                                                                                                                                                                                                                |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nottinghamshire Local Authority Designated Officer | <p>LADO referrals should be made using online form available from <a href="http://www.nottinghamshire.gov.uk">www.nottinghamshire.gov.uk</a> : <a href="#">Make a LADO referral - Advice and guidance - config - Section 1 - Nottinghamshire County Council</a></p> <p>All incidents of immediate harm to children must be reported to Children's Social Care and/or the Police in the first instance.</p> <p><a href="mailto:LADO@notts.gov.uk">LADO@notts.gov.uk</a><br/>Safeguarding Independent Review: 0115 8041272</p> |
| Healthy Family Team (0-19)                         | 0300 123 5436                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Prevent Single Point of Contact (SPOC):            | <p>Nottinghamshire Police.<br/>101 ext. 800 2962/2963<br/><a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a></p>                                                                                                                                                                                                                                                                                                                                                               |
| <b>National Helplines</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Female Genital Mutilation National Helpline        | 08080283550                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Prevent National Helpline                          | <p>02073407264<br/><a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>                                                                                                                                                                                                                                                                                                                                                                                                    |
| NSPCC Whistle Blowing Advice Line                  | 08000280285                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Forced Marriage Unit                               | 020 7008 0151 or email <a href="mailto:fmf@fco.gov.uk">fmf@fco.gov.uk</a> .                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Modern Slavery Helpline                            | 0800 0121700 <a href="http://www.modernslaveryhelpline.org">www.modernslaveryhelpline.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| NSPCC Website                                      | <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Mental Health Support in Schools                   | <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>                                                                                                                                                                                                                                                                                                                                      |
| Public Health England                              | <p><a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a><br/><a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview</a></p>                                                                                                         |

## Appendix E: School flowchart

