

Plumtree School - Safeguarding Policy

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS)

Safeguarding is the responsibility of all who work, volunteer or learn in our school and all are required to follow the safeguarding procedures outlined in this policy.

Plumtree School is committed to safeguarding by promoting the welfare of children and young people and protecting children from harm and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

The policy below outlines how we ensure both strands of safeguarding are woven in as effective safeguarding practice across our school, including Early Years.

Safeguarding Team

At Plumtree we have a comprehensive Safeguarding Team to ensure safeguarding duties are carried out effectively across school (inclusive of the EYFS). Our Designated Safeguarding Lead (DSL) and Deputy DSL (DDSL) have the status and authority within the school to carry out the duties of the post, including but not limited to, child protection referrals, raising awareness, training, committing resources and supporting and directing staff. They provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as children's social care.

Plumtree School DSL and Deputy DSL (who are members of the senior leadership team) with lead responsibility for child protection are:

Designated Safeguarding Lead (DSL) for the whole school is:

- **Tess Slight**
- 0115 9375859 or via staff contact details
- plumtreeschooloffice@gmail.com

Deputy Designated Safeguarding Lead (DDSL) for the whole school is:

- **David Osborne**
- 0115 9375859 or via staff contact details
- plumtreeschooloffice@gmail.com

Deputy Designated Safeguarding Lead (DDSL) for the whole school is:

- **Jen Billingham**
- 0115 9375859 or via staff contact details
- plumtreeschooloffice@gmail.com

The named person with responsibility for safeguarding in the EYFS is:

- **Tess Slight**
- 0115 9375859 or via staff contact details

Additional Members of our Safeguarding Team are:

Mental Health Leader for the whole school is:

- **Jen Billingham**
- 0115 9375859 or via staff contact details
- plumtreeschooloffice@gmail.com

Designated Safeguarding Proprietor for the whole school is:

- **Phil Simpson**
- 0115 9375859 or via staff contact details
- plumtreeschooloffice@gmail.com

Legal Status:

- This policy complies with Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations in force January 2015, made under sections 94(1) and (2) of the Education and Skills Act 2008, which states the arrangements to safeguard or promote the welfare of pupils made by the proprietors of independent schools.
- *Keeping Children Safe in Education (KCSIE) Information for all school and college staff* (DfE: 2025)
- *Working Together to Safeguard Children (WT)* A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2018; updated 2025))
- *What to do if you're worried a child is being abused. Advice for practitioners* (HM Government: 2015)
- *Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government: 2018; updated 2024)
- *Disqualification under the Childcare Act 2006* (DfE:2018)
- *Statutory framework for the early years foundation stage* (DfE: 2021; updated 2025)
- *Safeguarding children and protecting professionals in early years settings: online safety considerations for managers* (HM Government: 2019)
- *Teachers' Standards (Guidance for school leaders, school staff and governing bodies)* (DfE: 2011; updated 2021)
- This policy is also in accordance with the Nottinghamshire Safeguarding Children Partnership (LSCP) locally agreed inter-agency procedures, their safeguarding processes and procedures especially Pathway to Provisio

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<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision>

- *Behaviour in schools* (DfE: 2022)
- *Child Exploitation and Online Protection* (National Crime Agency's CEOP Safety Centre)
<https://www.ceop.police.uk/safety-centre/>
- *Cyberbullying: Advice for head teacher and school staff* (DfE: 2014)
- *Advice for parents and carers on cyberbullying* (DfE: 2014)
- *Revised Prevent Duty Guidance: for England and Wales* (Home Office: 2015; updated 2021) (Prevent)
- *The Prevent duty: Departmental advice for schools and childcare providers* (DfE: 2015)
- *Channel Duty Guidance Protecting people vulnerable to being drawn into terrorism* (HM Government: 2020)
- *The use of social media for on-line radicalisation* (DfE and Home Office: 2015)
- *Meeting digital and technology standards in schools and colleges* (DfE: 2022; updated 2023)
- *Mandatory reporting of female genital mutilation: procedural information* (Home Office and DfE: 2015; updated 2020)
- *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE: 2017)
- *Promoting the education of looked-after and previously looked-after children* (DfE: 2014; updated 2018)
- *Data Protection in schools* (DfE: 2023)
- *Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings* (DfE: 2022)
- *Children missing education* (DfE: 2013; updated 2016)
- *Working together to improve school attendance* (DfE: 2022; updated 2023)
- *Mental Health and Behaviour in Schools* (DfE: 2014; updated 2018)
- *Relationships Education, Relationships and sex education (RSE) and health education* (DfE: 2019; updated 2021)
- *Safeguarding and remote education* (DfE: 2021; updated 2022)
- *Children's Social Care National Framework* (DfE: 2023)
- The policy is consistent with any other relevant and current regulations and any other guidance concerning Safeguarding Children to which schools are obliged to have regard including The Children Act 1989 and 2004 and Section 157/175, Education Act (2002)

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the Proprietors and volunteers working in the school. This includes designating a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local authority children's agencies as appropriate.

In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and Proprietors.

Availability: Plumtree School ensures that parents, guardians and carers have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations on the school website and offering parents, guardians and carers a copy of this policy on request from the school office.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Head Teacher and Designated Safeguarding Leads (DSLs). A review of our school's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. Proprietors will also ensure that the school contributes to inter-agency working in line with Working Together through effective communication and good co-operation with local agencies. KCSIE indicates that the proprietor should draw on the expertise of staff, including the DSL, in shaping the safeguarding arrangements and policies.

Signed:

Date: September 2025

Phil Simpson - Head Teacher

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Safeguarding Children – Child Protection Policy

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Introduction

Purpose: Plumtree School fully recognises its responsibility to safeguard by promoting the welfare of children and protecting them from harm. The purpose of this policy is to provide staff, volunteers and Proprietors with the guidance they need to keep children safe and secure in school and to inform parents, guardians and carers how pupils will be safeguarded whilst they are in the school's care.

Context: It is recognised that children have a right to feel secure and cannot learn effectively unless they do so. Parents, guardians, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents/guardians as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents/guardians if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. Our safeguarding Child Protection Policy is also dovetailed with other school policies such as the Behaviour Management and Anti-bullying Policies.

Aims: These procedures apply to all staff, proprietors and volunteers working in Plumtree School. The aim of these procedures is to prevent children from being abused, to protect children from harm and to promote the welfare of pupils at Plumtree School. We raise awareness of child protection and safeguarding roles and responsibilities with staff. This includes implementing and reviewing procedures in our school that enable all staff to identify and report safeguarding concerns. Support is given to pupils who have been abused (in accordance with their agreed Child Protection Plan) and children with additional needs.

Our school ensures the practice of safer recruitment in checking and recording the suitability of staff to work with children and establishes a safe environment in which children can learn and develop. Allegations or concerns against staff are dealt with in accordance with guidelines and procedures from the Teaching Regulation Agency (TRA) of the Department for Education (DfE) and the Nottinghamshire Safeguarding Children Partnership (NSCP).

Transparency: Plumtree School prides itself on respect and mutual tolerance. Parents/Guardians/Carers have an important role in supporting the school and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website.

Our Safeguarding Procedures: All staff have the ability to report and record safeguarding concerns. In the event that the concern is of suspected abuse, it is not the role of staff to investigate or resolve allegations of abuse but this information must be shared with a DSL immediately. Staff must pass safeguarding information on in a timely manner ensuring DSLs have the time and capacity to follow up if a concern requires immediate action, especially if it requires action before the child leaves the premises. In the event of a disclosure, we will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect we will:

- take the child seriously;
- listen carefully and record their concerns;
- tell the child they have done the right thing by telling us;

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- clarify if necessary;
- make an accurate record as soon as possible and
- inform the DSL without delay.

We will not:

- promise confidentiality;
- investigate;
- ask leading questions and
- repeatedly question/ask the child to repeat the disclosure over and over.

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Designated Safeguarding Lead so that appropriate action can be taken.

The following procedures are also part of the child protection process of our school. We:

- follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- notify the Local Authority when a child moves to a new school at any point during their time at Plumtree School and
- develop and then follow procedures where an allegation is made against a member of staff, supply staff or volunteer.

Our school will ensure that all staff, teaching, non-teaching and volunteers, will:

- be aware that they have individual responsibility for referring every concern or suspicion of abuse from within or outside the school, and in all proper circumstances refer to MASH 0300 500 80 80; **In an emergency** outside of office hours **tel:** 0300 456 4546; Email: mash.safeguarding@secure.nottscg.gcsx.gov.uk , <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child> ; the police (Tel: 101) or the NSPCC (Tel:0808 800 5000);
- keep a sufficient record of any significant concern, conversation or event;
- have received a copy of the school's child protection policy and also know where the Nottinghamshire Children Safeguarding Children Partnership are located online <https://www.nottinghamshire.gov.uk/nscg> ;
- ensure that their behaviour and actions do not place pupils, or themselves, at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

Safety in the school: No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to our school premises will be controlled by doors that are secured physically and/or have constant staff supervision; carelessness in not closing any controlled entrance will be challenged.

Visitors to school: Authorised visitors to the school will be logged in and out of the premises and will be asked to wear their identity or school visitor badges. As required by Prevent guidance, we ensure that all visiting speakers, are suitable and appropriately supervised. Suitability checks may include an internet search, an assessment of the educational value, the age appropriateness of what is going to be delivered and whether further relevant checks will be required. Visiting speakers will be recordable on the SCR either as checks on staff (eg, if the individual is paid to attend regularly) or on volunteers.

Unidentified visitors will be challenged by staff and reported to the Head teacher. The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police and the Nottinghamshire MASH with a view to alerting other local schools through appropriate systems. Parents, guardians, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities for private use and with the prior consent of the school and then only in designated areas, these photographs/recodrings are not to be shared on any social media and reminders of this are given to adults at all school events. If parents/guardians do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected. Volunteers will be subject to a close supervision risk assessment, working under the direction of an established member of staff. Volunteers will be subject to the same code of conduct as employees. All digital devices and internet access within the school is subject to appropriate "parental controls" and Internet safety rules and in line with our e-safety policy and cyber-bullying policies. Internet use is filtered by Jamf safer internet Filtering systems and monitored by the same software company. This is reviewed regularly by the DSLs and the software alerts DSLs to any suspicious activity.

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Part One: Safeguarding Information

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

KCSIE, 2025

Children includes everyone under the age of 18.

Victims and alleged perpetrator(s): This policy uses the term 'victim' as it is a widely recognised and understood term, but we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We will be conscious of this when managing any incident and use terms with which the individual child is most comfortable, where appropriate.

This policy uses the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)' as these are widely used and recognised terms, however, we will consider carefully terminology used, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. We will determine the terminology to be used, as appropriate, on a case-by-case basis.

Types of Abuse, Neglect and Exploitation (Please also refer to KCSIE 2025 – Part 1)

Types of Abuse, Neglect and Exploitation: *Working Together to Safeguard Children* (HM Government, 2018) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, failing to act to prevent harm, or exploiting them. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children (HM Government, 2018) further states that threats can take a variety of different forms, including:

- sexual abuse;
- physical abuse;
- emotional abuse;
- neglect;
- exploitation by criminal gangs and organised crime groups;
- trafficking; online abuse;
- sexual exploitation
- influences of extremism leading to radicalisation.

We understand that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools at www.nspcc.org.uk. The GOV.UK website gives guidance on the following issues and others: Sexual Violence and sexual harassment between children, Child Sexual Exploitation (CSE) (see also below), bullying including cyberbullying, domestic abuse, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM) (see also below), child marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, child-on-child abuse, *so-called honour-based abuse*, sexting, teenage relationship abuse and trafficking.

We ensure safeguarding arrangements are in place where children are engaged in close one-to-one teaching, such as glass-panelled doors are fitted to all doors and DBS checks for all staff or adults who are working with children in an unsupervised capacity.

All staff are aware that ALL children benefit from Early Help and are particularly alert to the potential needs of children with SEND, mental health needs, young carers, those at risk of being radicalised, those with a family circumstance presenting challenges to the child eg adult mental health issues, drug/alcohol abuse, those at risk of 'honour'-based abuse, those privately fostered and/or persistently absent. We are aware that children being absent from education for prolonged occasions and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child

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sexual and child criminal exploitation - particularly county lines. We monitor persistently absent pupils and work with parents/guardians to help prevent the risk of them becoming a child missing education in the future.

Signs and Symptoms of Abuse and Neglect (also refer to KCSIE 2025 -Part 1): A child who has, or is still, experiencing abuse and/or neglect may show behavioural, emotional, or physical signs of stress and abuse.

Some general indicators of child abuse include:

- Personality changes such as showing wariness, nervousness and distrust of adults; regressing to younger behaviour patterns such as rocking, sucking or biting excessively; bedwetting or soiling;
- Change in behaviour patterns - demanding, attention needing, antisocial or aggressive behaviour; sleeping difficulties, often being tired and falling asleep; low self-esteem;
- being isolated or withdrawn, lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child-minder; difficulty in forming relationships; confusing affectionate displays;
- difficulty relating to adults and peers; abusing alcohol or drugs; being seemingly accident prone;
- having broken bones or unexplained bruising, burns or welts in different stages of healing;
- being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable;
- feeling suicidal or attempting suicide; unresponsiveness; having difficulty concentrating; sudden underachievement; being withdrawn or overly obedient; reluctance to change for, or participate in PE;
- children's comments which give cause for concern; running away, stealing/lying; allegations made by a child concerning sexual abuse; 'frozen' look; apprehension; poor self-esteem; self-mutilation; extreme anger or sadness; depression, overdoses; anorexia;
- being reluctant to go home; running away; creating stories, poems or artwork about abuse.

Some indicators of neglect include:

- malnutrition, under-nourishment; sudden loss of appetite; compulsive eating; begging, stealing or hoarding food; poor hygiene, matted hair, dirty skin or body odour;
- unattended physical or medical problems; comments from a child that one is home to provide care; repeated infections;
- being constantly tired; frequent lateness or absence from school;
- inappropriate clothing, especially inadequate clothing in winter; frequent illness, infections or sores;
- being left unsupervised for long periods; deterioration in child's well-being.

Safeguarding children is not just about the formal definitions of abuse but also an awareness of factors that promote well being which may also include, for example, self-harm, self-neglect, eating disorders, bullying or even adverse risk-taking.

Radicalisation: When you believe someone is in danger of being exploited or becoming radicalised, use your organisation's own safeguarding and duty of care procedures in the first instance to raise your concerns. Channel can then become involved when necessary. Anyone can call the national police Prevent advice line on **0800 011 3764** in confidence, to share your concerns with specially trained officers. The advice line is open 9am to 5pm every day. You can also contact the Prevent team by emailing: Nottinghamshire prevent@nottinghamshire.pnn.police.uk; When you are concerned about someone outside your local area, for example, a student who doesn't live in your county, you can still call the number above for advice.

Prevent Duty: We protect pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of pupils.

The objectives of Prevent are to:

- Tackle the ideological causes of terrorism.
- Intervene early to support people susceptible to radicalisation.
- Enable people who have already engaged in terrorism to disengage and rehabilitate.

To do this, our school will:

- Have due regard to the need to prevent people being drawn into terrorism.
- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs in our curriculum.
- Our school is a safe space for all children, pupils, students, and staff to discuss sensitive topics, including terrorism and extremism.
- Our staff 'create a culture' where pupils can speak out or share any concerns with and member of staff.

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- All staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act when they have a concern.

Honour-based Abuse including Female Genital Mutilation (FGM) and Child Marriage: All of our staff should speak to the DSL with regards to any concerns of FGM, teachers know that it is mandatory to report to the police cases where they discover that an act of FGM appears to have been carried out. Professionals in all agencies need to be alert to the possibility and indicators of a girl having suffered or being at risk of FGM. Victims are likely to come from a community that practises FGM but girls at risk may not yet be aware of the practices or that it may be conducted on them; sensitivity should always be shown when approaching the subject. It is a crime to purposefully cause a child to marry before the age of 18, even without violence or coercion. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. The Domestic Abuse Act 2021 section 3 recognises children as victims of domestic abuse in their own right when they see, hear or experience domestic abuse perpetrated by a parent, those with responsibility, or a relative. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental Health: All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We know only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress. If staff have a mental health concern about a child that is also a safeguarding concern, staff will follow the reporting procedure in line with this policy to raise their concern with the safeguarding team, including Mrs Jen Billingham, Mental Health Leader.

Serious Violent Crime: All our staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's 'Preventing youth violence and gang involvement' and its 'Criminal exploitation of children and vulnerable adults: county lines' guidance. County Lines is defined in Annex B, KCSIE 2025

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation, too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. More information include definitions, indicators and specific examples are included in Part 1 KCSIE 2025 and Annex B.

Child-on-child abuse: All our staff are aware that children can abuse other children
This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;

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- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- initiation/hazing type violence and rituals.

Plumtree School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all staff about this issue. This will include training all staff on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes
 - (a) Contextual Safeguarding;
 - (b) The identification and classification of specific behaviours; and
 - (c) The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay, banter or teasing.
 - (d) recognition that it is more likely that girls will be victims and boys perpetrators, but that all child on-child abuse is unacceptable and will be taken seriously.
- Ensuring that all child-on-child abuse issues are reported on CPOMS so that DSLs can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom), we have a zero-tolerance approach to abuse meaning it will never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- Working with all staff and pupils and parents/guardians to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

All child-on-child abuse concerns will be reported as a safeguarding concern via CPOMS. All reports of child-on-child abuse will be made on a case-by-case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police, as required. Specific information on concerns of a Sexual Harassment, Physical and/or Online nature are outlined in the Handling Reports section of this policy. Support will be offered to victims, perpetrators and other children effected as outlined in that section. All parents/guardians will be informed and engagement with the support process encouraged. Support and advice from outside agencies will be sought as required. Any criminal activity will be reported to the police. Children are made aware that any concerns they have with regards to child-on-child abuse (such as bullying) can be reported to any adult in school. There are posters around school to make children aware who the Well-Being Leader, DSL and Deputy are should they need someone to speak to.

Contextual safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. All our staff, but especially the designated safeguarding lead (and deputy) consider the context within which such incidents and/or behaviours occur meaning assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Looked After Children and Previously Looked After Children: Looked after or previously looked after child is at the school we will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after or were previously looked after by a local authority.

Staff at Plumtree have the skills, knowledge and understanding to support and help children who are looked after or previously looked after thrive at Plumtree. Staff have an understanding and awareness of adverse childhood experiences and trauma informed behaviours that may impact their development. As part of the support, school ensures that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan, contact arrangements with parents and delegated authority to carers. Mrs Tess Slight is the Designated Teacher for Plumtree School and has undertaken the relevant training.

Missing Children: Every precaution is taken, through the use of risk assessments and thorough planning and supervision, to ensure that children are safe both at school and on outings. However, there are limited situations where a child could become lost. Should a child become lost the member of staff in charge is alerted, the safety of other children is paramount and they are sufficiently supervised, the police and parents/guardians are informed and the area where the child was last

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seen is continuously searched. When the situation has been resolved, staff review the reasons for it happening and take measures to ensure that it does not happen again. Plumtree School works closely with parents/guardians and agencies and we are alert to the potential signs of children going missing. We keep track of children who regularly go missing, become missing for any period of time or who regularly return home late. We listen to young people and take any disclosure seriously, sharing information with agencies. On the first day of absence, class teachers report children absent to the office. Parents/guardians are then contacted to identify the reason for absence and teachers log reason. We are aware that children being absent from education for prolonged occasions and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. We monitor persistently absent pupils and work with parents/guardians to help prevent the risk of them becoming a child missing education in the future. Regular absence and identified patterns of absence are reported to the Early Help Unit. If a child is absent for more than 10 continuous days without leave, the Early Help Unit is notified and an EHAF is completed. We notify Nottinghamshire County Council when a child leaves or starts after the school's first year or before leaving the school's final year. We are constantly monitoring and actively ensuring the school holds more than one emergency contact phone number for each pupil on record.

Elective Home Education: Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents'/guardians' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. We inform the relevant LA when a pupil is removed from the school with the intention of home schooling (as per Education (Pupil Registration) (England) Regulations 2006). We aim to assist parents/guardians in their decision making taking into consideration what is best for the child and engaging with outside agency support, social workers etc where relevant.

Private fostering: We recognise that we play an essential role in identifying privately fostered children which we recognise as being if one of our pupils were being provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home for 28 days or more. It could be that this arrangement could come to light in the day-to-day course of our interactions with children in school. Close relatives – a grandparent, a brother or sister, an aunt or an uncle, a step parent – are not private foster carers. If staff become aware of private fostering arrangements, they should notify the DSL who will then notify Children's Social Care as soon as possible.

Pupils potentially at Greater Risk of Harm: Particular vigilance will be exercised in respect of pupils who are the subjects of Child In Need or Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. The DSL will make decisions that are in the best interests of the child's safety, welfare and educational outcomes of any child with a social worker. If a pupil discloses that he/she has witnessed domestic abuse or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. The school acknowledges the additional needs for support and protection of children who are vulnerable by virtue of SEND,, LGBT+, (or perceived to be), homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their behaviours. In the case of pupils identified as being at risk of radicalisation, we would consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to the Nottinghamshire MASH. This will determine how and when information will be shared with parents/guardians and the investigating agencies.

Safeguarding children who are LGBT+ or perceived by other children to be LGBT (whether they are or not): The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+. Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Safeguarding children who are Disabled and/or have SEND: Children with SEN and/or disabilities are more vulnerable for a range of factors, such as unequal access to services, communication difficulties, reliance on adults either physically or cognitively as well as their own potential cognition and understanding of abuse among other factors. Our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child. Some children who are disabled and children with SEND may be more vulnerable to abuse because they may:

- have fewer outside contacts than other children;
- receive intimate, personal care;
- have an impaired capacity to resist or avoid abuse;
- have communication difficulties;

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- fear losing services;
- be more vulnerable to child-on-child abuse (e.g. bullying, sexual assault, intimidation).

First Aid

First Aid and Medical Plans *(Please also refer to our First Aid and Medication Policies):* Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment there will be another adult present. All first aid treatment and non-routine changing or personal care will be recorded and, where significant, will be shared with parents/guardians/carers. Children requiring regular medication or therapies will have a care plan which is agreed with parents/guardians.

Part Two: Safeguarding Culture

Safeguarding is our first priority at Plumtree School and it is made clear that it is everyone's responsibility. It is embedded in all that we do. The school establishes and maintains an environment where children feel secure, are encouraged to talk and are heard. Children know that there are adults in the school whom they can approach if they are worried about any problems. The school is committed to acting in the best interests of the child. In this section of the policy, we will outline how safeguarding culture is embedded throughout our curriculum, our staff conduct and expectations, our safeguarding team, our safe use of technology and our working relationships with families.

Curriculum

In order to embed safeguarding into all that we do, we have insured that our curriculum is supporting children to understand how to make healthier and safer lifestyle choices as well as how to report and discuss any concerns.

PSHE: in personal social health education, we have devised a comprehensive curriculum which includes tackling gender stereotypes, discussing derogatory language, the power of language and communication, consent and why this is important as well as many more topics of discussion. Dedicated curriculum time for PSHE has been timetabled for all children to ensure that this important work happens and the children are given safe spaces and times to discuss these difficult and challenging topics.

RSE: Relationships and Sex Education are planned sensitively and robustly across the school curriculum. Children from the early years will begin with labelling body parts and discussing consent in an age-appropriate way and this kind of development will be built up upon across school. From year two year six formalised RSE lessons will take place.

Computing: As part of our computing curriculum, digital literacy plays a very large part. Children will explore the 8 strands of Education for a Connected World framework to ensure they are confident and secure in the wide range of digital literacy skills needed to keep them safe when accessing technology and online resources.

Protected Characteristics: Children are educated about protected characteristics and their importance in creating a non-discriminating school as well as in the wider world. Children are taught throughout school about respect for others and this is fostered on a daily basis.

Diverse Curriculum Representation: we ensure that our curriculum is highly reflective of the diverse nature of the world and ensure that the children are being exposed to different cultures and representations to try to eradicate negative stereotypes and assumptions about others.

NSPCC: Across School children access the NSPCC resources to ensure they are educated about keeping themselves safe. All children will access the PANTS resources and activities to ensure children know that the area inside of their pants is private and what to do if someone were to make them feel uncomfortable or ask to see/touch this area. Children also engage with the resources from the NSPCC around the 'speak out stay safe' program again encouraging children to talk about anything that makes them uncomfortable and identify safe adults.

British Values: British Values are embedded throughout assembly and curriculum to ensure that children know that we are tolerant and accepting society not only in our classrooms but in the wider world.

Mental Health Leader: We place a high value on children learning about their own well-being and undertake activities in their classrooms to understand the role of the well-being leader in school and how they can access this support.

Staff Conduct and Expectations

Code of conduct: The staff at Plumtree adhere to the school's code of conduct, which is shared as part of induction and reviewed with staff to ensure conduct will follow the outlined procedures. All staff are aware that they should safeguard children's well-being and maintain public trust as part of their professional duties. We adhere to this commitment with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. All staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. Children will be treated with respect and dignity. No restraint, sanctions or rewards are applied outside of those detailed in our Behaviour Management including Discipline and Sanctions Policy.

Expectations of staff to ensure promoting well-being and keep children safe from harm include, but are not limited to:

- Setting high expectations which inspire, motivate and challenge pupils;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Promote good progress and outcomes by all pupils;
- Managing behaviour effectively to ensure a good and safe learning environment;

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- One-to-one meetings should, wherever possible, take place in public or semipublic places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured;
- Individual members of staff will at no time travel unaccompanied outside of the school with children as there will be at least two adults on the journey;
- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas.
- No member of staff should ever be behind a locked door with a child;
- Outward displays of affection are only appropriate in the case of comforting a distressed child, and should never occur unless there is another adult present;
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is friendly, fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed;
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Headteacher immediately.
- Punishments that are humiliating or degrading will not be used.
- Have professional curiosity in relation to safeguarding matters. To hold a 'it could happen here approach' to ensure children do not 'slip through the net' by signs of abuse not being noticed.
- Log any and all low level concerns in line with policy (Part Three of this Policy) as all information provides pieces of a wider puzzle of what may be happening for a child.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; staff need to use their professional judgement. At the school we have a wide age range of pupils: staff should be aware that a definition of "appropriate contact" will change as pupils grow and mature. It is important that staff should avoid situations which are open to misinterpretation, particularly being alone with a pupil.

Staff should be alert to the possible risks that might arise from social contact (including inappropriate electronic communication) with pupils inside and outside of the school, conveying a pupil by car and one-to-one sports or performing arts coaching (please refer to School Journey Policy for guidance). Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head teacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head teacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Head teacher. Staff will only use the approved school email or other school approved communication systems with pupils or parents/carers/guardians. Our Staff Code of Conduct covers staff/pupils relationships and communications including the use of social media. Staff will not disclose their personal telephone numbers and home email addresses to pupils or parents/guardians. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents/guardians and carers.

Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture.

Staff Taking Medication or other Substances: Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If they are, they should seek medical advice and inform the Head teacher who will review the medical advice. We only allow staff to work with children if medical advice confirms that their ability to look after children is unlikely to be impaired. Should a member of staff need to bring their medication to school with them, it must be securely stored and out of the reach of children.

Early Years: The School's EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Our Early Years Department in school has:

- a designated practitioner to take lead responsibility for safeguarding children, including liaison with Nottinghamshire County Council children's services as appropriate. The designated practitioner is the school's DSL, Tess Slight

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- We take all the necessary steps to keep children safe and well, as detailed in this whole school policy.
- We ensure the suitability of adults who have contact with children, we promote good health, manage behaviour well, maintain very good records, policies and procedures accordingly.
- We report all allegations of serious abuse or harm by any person working or looking after children, including notification to Ofsted, and our local child protection agency, within 14 days of the allegations being made, as well as serious accidents, illnesses and injuries sustained by any child in our care. We are fully aware that not to do so would be committing an offence.
- We allocate a key person to each child (usually the class teacher) to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with our setting and to offer a settled relationship for the child and parent/guardian.
- We fully comply with the ratio, training and qualification requirements applicable to each age range of children in keeping with the Statutory Framework for EYFS September 2025, including Annex C: Criteria for effective safeguarding training.
- We meet our responsibility under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- We will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on our EYFS Plumtree School premises, including any disqualification.
- We ensure that we support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- The school and Early Years SENDCO is Tess Slight.
- All our paediatric first aid training is relevant for workers caring for young children.
- We comply with requirements of health and safety legislation including fire safety and hygiene.
- We have a school medical policy and require parental/guardian permission before administering medicines.
- Fresh water is always available to children, they are encouraged to bring healthy snacks and lunch from home. School dinners are provided by the local council and are healthy and balanced nutritionally. Those staff handling food are appropriately qualified. We notify Ofsted of any food poisoning affecting 2 or more children cared for on the premises within 14 days as we aware it is an offence not to do so.
- Behaviour of children is managed as per school behaviour policy.
- We ensure that our premises, including floor space and outdoor spaces, are fit for purpose and suitable for the age of our children cared for, and the activities provided on the premises.
- We do **not** allow smoking in or on our premises.
- We ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risk and we are able to demonstrate how we are managing risks.

Induction and On-Going Training for all staff: Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. Nottinghamshire arrangements for role-appropriate training is in accordance with Local Authority procedures and also as required in KCSIE as follows:

- All staff, including temporary staff, volunteers and Proprietors must understand our safeguarding policy and procedures and have up to date knowledge of safeguarding issues. They are provided with induction and on-going training that includes:
 1. the school's staff code of conduct policy;
 2. child protection, behaviour, anti-bullying, safeguarding, children missing education and e-safety policies;
 3. the identity and function of the Designated Safeguarding Leads (DSLs);
 4. the whistleblowing policy (which is integrated into both training and codes of conduct);
 5. Part 1 and Annex B of *Keeping Children Safe in Education* (KCSIE) (DfE: 2025) which is required reading by all staff which includes those already in post. Staff are required to confirm that they have read, understood and follow Part 1 and Annex B of the most recent KCSIE.
 6. All staff, including our DSL and Deputy DSL, receive training in PREVENT and on-line safety including an understanding of expectations and applicable roles and responsibilities in relation to filtering and monitoring.
 7. All staff, including staff in the EYFS, are trained in line with specifications outlined in Annex C of *the Early Years Foundation Stage Statutory Framework 2025*.
- We consult with our NSCP to determine the most appropriate schedule, level and focus for our regular child protection training. This enables our staff to follow the school's procedures and to raise concerns appropriately. Within our school community e-safety is a relevant factor along with female genital mutilation, radicalisation, cyber bullying and mental health.

The Designated Safeguarding Lead (DSL) receives update child protection training at least every two years. Our Deputy DSLs are trained to the same level. This training is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children. Additionally refresher training is also undertaken for all staff in accordance with the criteria set by the Nottinghamshire Safeguarding Children Partnership.

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- We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the school.

Safeguarding Team

Designated Safeguarding Lead (DSL) for the whole school and the EYFS including job specification (KCSIE 2025 - Annex C)

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This is explicit in the role holder's job description. Our Proprietors ensures that DSLs have the appropriate status, authority, time, funding, training, supervision, resources and support to fulfil their child welfare and safeguarding responsibilities effectively and to provide direction and advice to staff on child protection matters.

The Key responsibilities of the DSL are: (see KCSIE 2025 – Annex C)

- Managing and/or supporting referrals
- Working with others
- Information Sharing and managing the child protection file
- Raising Awareness
- Training, knowledge and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

The DSL is also the first point of contact for external agencies who are pursuing Child Protection investigations and co-ordinates the School's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences). All professionals working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This includes the personal and professional duty to report welfare and safeguarding concerns to the Head teacher/DSL, or in the absence of both, directly to the Nottinghamshire Safeguarding Children Partnership, MASH. Our DSLs also links with Nottinghamshire County Council to make sure staff are aware of training opportunities and the latest local policies on safeguarding. The DSL and SLT will make use of the NSPCC – When to call the Police guidance linked here to help understand when they should consider calling the police and what to expect when they do. As well as the role of the Appropriate Adult linked here.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Availability: During term time and school hours the DSL or deputies are contactable, if not in person in school, then via phone. Out of school hours eg: clubs before or after school and holiday clubs the DSL or deputies are contactable by phone. Please checked to see who the names DSL on duty is during holiday clubs/out of school hours.

The DSLs are also responsible for ensuring that the culture of safeguarding is kept of high importance across the school and that all staff are provided with opportunities to stay up-to-date with safeguarding information, training and resources.

Safe use of Internet and Technology: Technology is an increasingly used part of our day as it can bring many benefits to learning and the classroom but we must ensure that you safely and appropriately and have a range of safeguards in place to ensure it is.

When considering digital safety we are mindful of the 4 key categories of risk.

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as 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

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To address these areas of risk we:

- Educate children using the 8 strands of the Education for a Connected World framework.
- Train staff, as part of their induction and safeguarding training, on safe internet use and online safeguarding issues including cyber- bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/guardians about online safety via our website and newsletters.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above). The filtering software is able to filter out any inappropriate content, as well as report this to the DSLs who can act upon any attempts to access inappropriate materials. Our small class sizes also allow for very direct monitoring to occur when children are accessing technology.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Plumtree School allows staff to bring in mobile phones for their own personal use. If they need to make an emergency call, they must do so either in the Head teacher's office, an empty class or outside of the school grounds. Staff should provide the school number to family and next of kin so in an emergency the member of staff can be contacted on the school phone. Please refer to Staff Code of Conduct for guidance about mobile phone use.
 - Electronic devices with imaging and sharing capabilities should not be used in the presence of children.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
 - Staff to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
 - If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention the School nor make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents/guardians or pupils via social networking sites.

School Website and Social Media Usage Safeguarding Statement: The parents/guardians of children at of Plumtree School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a safeguarding policy and this school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We operate the following policy on our website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- where a child is named, no photograph of that child is displayed;
- where a photograph is used which shows a child, no name is displayed and
- where children are named, only their first names are given.

The school follows a policy of seeking parents'/guardians' permission before using images which show children on the website, social media or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, or on social media is kept in the school office and is available whenever photographers are present, all staff should be aware of who is on this list. Any photographing of children takes place only via school devices. No other private information about children is ever published on the website such as surnames or contact details. By observing these points, Plumtree School, ensures that visitors to our school website or social media accounts cannot link images of children to the family names of children.

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Part Three: Logging Concerns about a Child

All concerns about a child will be logged on CPOMS. CPOMS (Child Protection Online Monitoring System) is a digital file storage system which will replace paper based safeguarding/confidential files. Staff will log all concerns that fall under the definition of safeguarding: protecting from harm and promoting well-being. For example, staff may log, changes in behaviours, attendance, concerning marks on a child, disclosures made by a child, inappropriate knowledge or language used by a child etc. Staff are given full training on what to log; categories of concern have been added to CPOMS to support staff with logging concerns.

Responding to a disclosure: When responding to a disclosure, staff are reminded to remain calm, reassure the child that they have done the right thing in talking to somebody, listen carefully and actively, ask open-ended questions to clarify, let the child know that you are taking what they say seriously, make a note of what he said including times dates and where possible the child's own words. Staff are also reminded to not promise to keep any secrets to not rush the child to not ask leading questions or try to interview the child, to not make assumptions, to not show anger or upset about the disclosure, to not show disbelief or dismiss the disclosure and to not talk negatively about the potential abuser. Once a disclosure has been made, staff are aware of the need to report this in a timely manner and in line with the below procedure.

Each staff member has their own individualised login to CPOMS and are able to log any concerns and share them with other staff immediately.

What to log: Staff are reminded to record all information about a child which could be part of a larger picture of what is happening for the child. CPOMS enables Plumtree School to have a comprehensive picture of the whole child so that decision is made by DSLs can be made with the full context of what is happening for the child rather than looking at incidents in isolation. Therefore, information relating to medical and SEND needs also form part of the child's file as this is part of the strand of safeguarding to promote the child's well-being and welfare. The following categories, with relevant sub-categories, are listed as areas of concerns on our CPOMS system:

Attendance

Authorised Absence

Behaviour

Disrupted learning
Towards equipment/building
Towards peer
Towards staff

Cause for concern

Concerning behaviour
E safety/online
Emotional related
Home/parenting related
Neglect related
Physical related
Sexual related

Child-on-child abuse

Discrimination
Online
Physical
Racial
Sexual
Verbal

Child protection

Contact with parents

Conversation at drop-off/pick up
Email
Meeting
Note from parent
Parents' evening

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Phone call

Medical

Allergy
Asthma
EpiPen
First aid
Head injury
Medicine administered

Physical intervention

Safeguarding categories

Alcohol
Child criminal exploitation
County line lines
Child sexual exploitation
Drugs
Female genital mutilation
Honour based violence
Forced marriage
Gang related
Grooming
Harmful sexual behaviours
Intimate relationship concern
Missing
Prevent/radicalisation
Self harm
Sexting
Social care involvement
Weapons

SEND

Contact with external agencies
Contact with parents
Observation
Provision map
Review meeting

Well-being session

Etiquette for logging concerns: When logging any concerns or instance on sea pumps staff are reminded of a set of guidelines and etiquette for recording.

Do

- Make it clear what the concern is
- Use pupil's name not initials
- Use staff names as 'Mr/s Smith' not Sarah so it is clear if an adult is involved in the situation
- Name other children involved so any patterns can be picked up on if incidents or concerns involve the same child/ren
- Record the facts
- Record parental speech as 'Mum reported that...' so it is clear where information had come from and that this is a reported fact not an observed fact
- Use the actual words the child said where possible
- Report as soon as possible - time delays could endanger a child
- Use 1st person language
- Use formal language

Don't

- Use initials for children or staff as this can be unclear and confusing

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- Make assumptions
- Use informal language
- Add irrelevant information
- Add opinions without making it clear it's an opinion eg. I believe he was not telling the truth rather than he was lying
- Be derogatory or offensive about a child, parent/guardian, agency etc. all records can be used in court, police investigations, requested by agencies etc. and this is not how we as professionals engage in any reporting.

Alerts/Notifying other staff: When logging the concern, all DSLs, will be automatically tagged and alerted about the incident. Members of staff who work with the child directly will also be automatically tagged. Staff have the option to tag additional members of staff who they feel may need to know the information contained in their log. DSLs can also alert of the members of staff if they feel this is necessary.

In the event of CPOMS/internet being unavailable: If there were to be an incident with the internet not working in school or the CPOMS website being down/in accessible, paper copies of the concern forms are kept on displayed by the photocopier for all staff to be able to access and write down their concerns. These paper forms need to be handed to one of the DSLs to be acted upon and uploaded to CPOMS when available.

Responding to concerns

Actions: DSLs will respond to logged concerns with either actions that need to be taken by staff members or actions that the DSL will be taking. If no further action is required, or the child is being monitored, then the DSLs will not respond with further actions to be taken. Any member of staff can and should question the response of the DSL if they do not feel it is the appropriate action to be taken for the child. If after raising their concern, they still do not feel the action is appropriate staff can raise concerns with the headteacher in line with the whistleblowing policy.

Child on child Sexual Violence and Harassment reports: Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally), inside and outside of school and are never acceptable. All staff working at Plumtree School maintain an attitude of 'it could happen here'. We address inappropriate behaviour (even if it appears to be relatively innocuous) as an important intervention that can help prevent problematic, abusive and/or violent behaviour in the future. We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school. Any report of sexual violence or sexual harassment will be taken seriously, however, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. It will be explained that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. Children who are victims will likely find the experience stressful and distressing, which is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend(s) the same school.

The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Sexual violence or sexual harassment will not be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Where there is an online element to a report, staff will not view or forward illegal images of a child. Advice contained within <https://www.gov.uk/government/publications/searching-screening-and-confiscation> and <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> will be followed.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at our school, especially any actions that are appropriate to protect them or if there have been other victims;

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-Risk assessments will be recorded electronically and stored on encrypted USB in the locked Safeguarding filing cabinet and be kept under review.

-The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

-Following an incident we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Importance of understanding intra familial harms and any necessary support for siblings following incidents
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

-Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- Consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

-Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSL and stored in the locked Safeguarding filing cabinet.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence. Schools will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. The DSL and deputy will familiarise themselves with the threshold document provided by the Safeguarding partners.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

-Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local process for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us. Whilst protecting children and/or taking any sanctions against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

-If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action in light of our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to

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the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

-Support for victims of sexual assault is available from a variety of agencies.

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move. Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students). Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents/guardians and carers as required). Any arrangements will be kept under review.

Child-on-child Physical Abuse reports: While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can consider how to respond considering, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Listening to the voice of the children: Plumtree School ensures our children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Proprietors should ensure that staff members do not agree confidentiality and always act in the interests of the child which may include talking to parents/guardians, sharing information and referrals will always be made in line with KCSIE (2025) to ensure children are kept safe and protected from harm and neglect.

Transfer of Child Protection Files from Plumtree School: Any child protection file which is transferred to a new school will be transferred separately from the main pupil file. The DSL will make contact with the new school's DSL via email or phone call prior to the child protection file being transferred, if appropriate and offer the opportunity given to discuss contents to ensure continued meeting of the pupil's support and needs. Files may be transferred in person during a meeting but are more likely to be posted via recorded, tracked Royal Mail first class delivery marked STRICTLY CONFIDENTIAL directly to the named DSL of the new school. Confirmation of receipt is sought via either a return slip, phone call or email. Any paper files which exist prior to CPOMS will be sent and logs from CPOMS printed and posted. If the school to which the child is transferring using CPOMS and no pre-existing paper files exists, transfers will be carried out electronically and acknowledgment of successful file transfer requested.

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Transfer of Child Protection Files from another school: When a child joins us, the previous school or nursery is contacted via phone/email in order to discover if a child protection file is in existence or confirm that it is not. This communication will then be logged on CPOMS. If files are being sent these will then be added to CPOMS once received.

Confidentiality: We regard all information relating to individual child protection issues as confidential and we only pass information on to appropriate persons. Our staff listen to and support children but it must be made clear to the child that the person confided in must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation only adds to the abuse. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111. If an adult who works with the children in our school is in any doubt about whether to share information or keep it confidential, then guidance must be sought from the DSL and must be in line with locally agreed information sharing protocols.

GDPR: We have due regard to the relevant data protection principles, which allow staff to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes understanding:

- how to store and share information for safeguarding purposes, including information which is sensitive and Personal which should be treated as 'special category personal data'.
- 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.

Pupil Leaving School: If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and child protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Nottinghamshire Safeguarding Children Partnership. If educational records are sent to our school concerning a child who is not registered by the parent/guardians, they will be returned and the school advised to refer to their Local Authority Education Welfare Service. A child's name will only be removed from the School's Admission Register in accordance with the Pupil Registration Regulations. The school requires documentary identity proof of pupils presented for admission and if this gives cause for any doubt, advice will be sought from the local authority and other statutory agencies. We maintain accurate records of those with Parental Responsibility and have on record at least 2 emergency contacts for each child. Pupils will only be released to the care of those with Parental Responsibility or a person acting with their written consent.

Child's Death: In the event of a death of a child/young person Nottinghamshire Safeguarding Children Partnership and the DfE will be informed. <https://nscp.nottinghamshire.gov.uk/contact/>

Early Years Reporting: We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. We also inform Ofsted of any serious accidents, illnesses, injuries or death sustained by any child in our care as well as any incidences of food poisoning affecting 2 or more pupils cared for on the premises. We are fully aware that not to do so would be committing an offence.

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Part Four: Safer Recruitment

Safer Recruitment of Staff and Single Central Record (also refer to the Safer Recruitment Policy and Procedures): Plumtree School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The Head teacher is responsible for interviewing and recruiting staff and is trained in Safer Recruitment. The 'Single Central Register' (SCR), often referred to as the 'Centralised Record', is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Where appropriate a check is made of the prohibition list. Assurances are obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution, on educational visits or other offsite activities). The school complies with legislation whereby it is an offence:

- to knowingly employ (or take on as a volunteer), in a Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity) and
- not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

Regulated Activity: A person will be engaging in regulated activity with children if, as a result of their work, they will be responsible, on a regular basis for teaching, training, instructing, caring for or supervising children; will be working on a regular basis in a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

Selection and pre-employment vetting (Please also refer to our Safer Recruitment Policy and Procedures): We carefully check the employment history of candidates including verifying references, which are taken up prior to interview, and investigating gaps in employment. Also, where an individual claims qualifications as part of an application for a position, these are checked in advance of employment, via the TRA for QTS. Documentary evidence is retained about employees, usually on their personnel file. We verify identity ideally via a birth certificate, obtain an enhanced DBS certificate or obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available, verify the candidate's mental and physical fitness to carry out their work responsibilities, verify the person's right to work in the UK, including EU nationals. We make it obvious when advertising for a role within school that we are committed to Safeguarding children. Shortlisted candidates are asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children and are required to physically sign a hard copy of their declaration. eg if they have a criminal history; whether they are included on the barred list; whether they are prohibited from teaching; whether they are prohibited from taking part in the management of an independent school; information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted; if they are known to the police and children's social care; have they been disqualified from providing childcare; and, any relevant overseas information. As part of the shortlisting process we will consider conducting an online search as part of due diligence on the shortlisted candidates and inform them that we may do so. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

Pre-appointment Checks: The majority of staff employed by school are carrying out regulated activity so have an enhanced DBS check which includes children's barred list information. We also check that anyone we employ to carry out teaching work, inclusive of those who do not have Qualified Teacher Status (QTS), is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE. Teaching work, for this purpose is defined in the Teacher's Disciplinary (England) Regulations 2012 to encompass: planning, delivering and preparing lessons and courses for pupils and assessing and reporting on the development, progress and attainment of pupils. "Delivering" includes delivering lessons through distance learning or computer aided techniques. We check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State. We ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

Agency and third-party staff: We are responsible for ensuring that individuals are suitable. We require the agency or organisation to provide us with evidence that the relevant checks have been carried out; this includes identity, enhanced disclosure, right to work in the UK, DBS barred list, prohibition order check, site of original qualifications, and overseas checks. We obtain written confirmation from the agency (or other third-party organisation) so that we can see and check all the evidence ourselves. We have an agreement with the agency/organisation that where convictions or soft information exists on a DBS certificate, we have the right to see that information (including the individual's DBS) and make our own decision about whether the individual is suitable for our school. Insisting that we have access to such information ensures that we are satisfied that the right checks are made and only appropriate people are accepted into our school. We also then check that the person who shows up at our school is the person against whom the checks have been made.

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Contractors: Building contractors engaged by or on behalf of the school and undertaking works on site will be made aware of this policy and expected to adhere to it; their compliance will be monitored. Long-term contractors will be asked to provide their consent for DBS checks to be undertaken if a check is required for them coming into contact with children. Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. When large numbers of workers and sub-contractors are on site, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils. All contractors and sub-contractors will be issued with copies of our code of conduct for staff. We always check the identity of contractors and their staff on arrival.

Adults who supervise children on work experience: We require that barred check lists are obtained for people supervising a child under 16 on a work placement where the conditions for regulated activity are met.

Visitors: Authorised visitors will be asked to wear school visitor or identity badges. Visitors in school for professional services eg Educational Psychologist, Speech and Languages therapist, Physiotherapists etc will have their ID and DBS checked. Unidentified visitors will be challenged by staff or reported to the Head teacher or SLT.

Volunteers: A volunteer on whom no checks have been obtained is under no circumstances left unsupervised or allowed to work in regulated activity. We undertake a written risk assessment and use our professional judgement and experience when deciding what checks, if any, are required for volunteers. The risk assessment considers: the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision; what the school knows about the volunteer, including formal or informal information offered by staff, parents/guardians and other volunteers; whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability; and whether the role is eligible for a DBS check and if it is, what level is appropriate. Details of the risk assessment are recorded.

Appointment of Staff from Abroad: If we appoint staff who have lived or worked abroad we undergo the checks required in the Independent School Standards Regulations and the Single Central Record (Centralised Register).

Use of school premises for non-school activities eg. After-school club: Should the proprietors rent or hire out school premises for activities that are non-school related then full checks will be carried out to ensure arrangements are in place to keep children safe eg via appropriate child protection policies and procedures. The body providing activities will be required to liaise with the school on safeguarding matters where appropriate. Any lease or hire contract/agreement will ensure safeguarding requirements are a condition of use of the premises so that any failure would result in termination of the agreement. When activities are provided by the proprietors under the direct supervision or management of school staff then the procedures outlined in this policy to safeguard children will apply.

Part Five: Concerns Relating to an Adult

Arrangements for dealing with concerns, complaints or allegations of abuse against teachers and other staff (including supply teachers, volunteers and contractors): We take seriously all complaints made against members of staff. Procedures are in place for pupils, parents/guardians and all staff to share any concern that they may have about the actions of any member staff or volunteer both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. Allegations fall into one of two levels those that may meet the Harms Threshold and those that don't – referred to as 'low level concerns'.

Section One: Allegations that may meet the Harms Threshold

Procedures for managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.

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

If staff have behaved or may have behaved in a way that indicates they may not be suitable to work with children outside of school then this is known as transferable risk and this risk will be assessed (with LADO support) with regards to the member of staff working with children in school.

Allegations should be recorded on the correct form (accessible by the school photocopier or on the Google Drive) and be reported to the Headteacher/Proprietor without delay, the Head teacher as 'case manager' will lead any investigation unless the Head teacher is the subject of an allegation in which case the 'case manager' will be decided on by the LADO.

Initial response:

The following expands on the detail provided on pages 1 and 2 of this policy where contact details (names, telephone numbers, email addresses) are clearly identified. We respond to any disclosure by children or staff that abuse by a member of staff, supply staff or volunteer may have taken, or is taking place, by first recording the details of any such alleged incident. Allegations are to be reported without delay, to the Head teacher / Proprietor, Phil Simpson. If Phil Simpson is absent, the allegation is passed immediately to another proprietor, Lucy Simpson.

There are two aspects to be considered when an allegation is made

-looking after the welfare of the child. The DSL is responsible for contacting MASH to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.

-investigating and supporting the person subject to the allegation The case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations we apply common sense and judgement; deal with allegations quickly, fairly and consistently; and provide effective protection for the child and support the person subject to the allegation.

Before contacting the LADO, we will conduct basic enquiries 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. For example: was the individual in the school at the time of the allegations? Did the individual, or could they have, come into contact with the child? Are there any witnesses?

No further investigation will be undertaken without consultation with the LADO. When to inform the individual of the allegation will be considered carefully on a case by case basis, with guidance from the LADO, social care and police if required. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance in Working Together to Safeguard Children. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to children's social care. Where it is clear that an investigation by the police or children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the next steps will be discussed by the case manager with the LADO.

The LADO's contact details are:

0115 8041272 or outside of office hours the emergency duty team on: 0300 456 4546

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

No further action:

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

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Further enquiries:

Where further enquiries are required to enable a decision on how to proceed the LADO and case manager will discuss how and by whom the investigation will be undertaken. It will usually be a member of the SLT undertaking the investigation. If there is a lack of appropriate staff member or the nature or complexity of the allegation demand it the school will seek an independent investigator. The case manager will monitor the progress of the investigation and conduct fortnightly or monthly reviews. The LADO's advice, guidance and support will continue to be sought.

Suspension:

The case manager will consider all available options before suspension and it will only be considered in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will take into account advice from the LADO, police and social care where they have been involved. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children. All options will be considered to avoid suspension including redeployment or supervision as part of a risk analysis with the LADO. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false. If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be given within one working day, giving as much detail as appropriate for the reasons for the suspension. The person will be informed at the point of their suspension who their named support contact is within the organisation and provided with their contact details. We recognise that we have a duty of care to members of staff so will offer appropriate support in line with that outlined in the KCSIE.

Where we are made aware that the Secretary of State has made an interim prohibition order, in respect of an individual working at our school, we will take immediate action to ensure that the individual does not carry out work in contravention of the order eg no teaching work.

Confidentiality:

Parents/guardians or carers of the child or children involved will be:

- formally told about the allegation as soon as possible. The case manager will consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

We will make every effort maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. We are aware that under The Education Act 2011 it is an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation). In circumstances where we need to make parents/guardians aware about an allegation, we will make parents and others aware that there are restrictions on publishing information. The case manager will take advice from the LADO, police and children's social care to agree the following:

- who needs to know and exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and,
- how to manage press interest if, and when, it should arise.

Allegation outcomes:

If an allegation is substantiated so the person no longer works for the school, we shall (as we have a legal duty to) make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff we will consider whether we must refer the matter to the TRA to consider prohibiting the person from teaching. Where police investigations are involved, when they are concluded the LADO and case manager will discuss whether any further action is required and how to proceed in terms of disciplinary action if required.

Unsubstantiated, unfounded, false or malicious allegations will be considered with regards to whether the child or person reporting is making 'a cry for help' in which case the DSL will consider a referral to social care. If the report is considered to

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have been deliberately invented or malicious then the behaviour policy and any appropriate disciplinary action will be considered.

When a staff member will be returning to work after suspension they will be supported in doing so. Consideration will be given to how best to manage contact between the child who made the report and the member of staff going forwards.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff, supply staff or volunteer. Immunity from retribution or disciplinary action against staff for whistle-blowing in good faith, as far as possible, is guaranteed by the school. This refers to any concern or allegation made by a member of staff regarding school practices or actions of colleagues which are likely to put pupils at risk of abuse or other serious harm. **If the school was given information that suggested that a member of staff, supply staff or volunteer was abusing a child who is not a pupil at the school, we would immediately pass such information to the LADO at the Nottinghamshire Safeguarding Children Partnership, MASH. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 or visit, help@NSPCC.org.uk.**

We cooperate entirely with any investigation carried out by the LADO in conjunction with the police. Our policy is to consider the option of suspending the member of staff, supply staff or volunteer for the duration of the investigation or whether alternative arrangements should be in place. We will give due weight to the views of the LADO, KCSIE and WT when making a decision about suspension. This is not an indication of admission that the alleged incident has taken place but is to protect the staff member as well as children and families throughout the process. Discussions should be recorded in writing, and communication with both the individual and the parents/guardians of the child/children is agreed with the LADO. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

If an allegation is made against anyone working with children in our school, all unnecessary delays should be eradicated. We will not undertake our own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Inspectors may advise that, in borderline cases, discussions with the LADO(s) can often be held informally and without naming our school or individual.

There are restrictions on the reporting or publishing of allegations against teachers, and so we must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/ Teaching Regulation Agency (TRA) publish information about an investigation or decision in a disciplinary case.

Allegation of abuse of a child who is not a pupil at the school: If Plumtree School was given information that suggested that a member of staff, supply staff or volunteer was abusing a child who is not a pupil at the School, we would immediately pass such information to the Nottinghamshire Safeguarding Children Partnership LADO at MASH to handle. We would then formally advise the employee of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a pupil at Plumtree School. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

Malicious Allegations: Allegations that are found to have been malicious should be removed from personnel records and should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached our school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Dismissal or Resignation: Our school is committed to promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer, proprietor or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. To this end, we will report a person to the DBS if they are dismissed or leaves due to risk or harm to a child.

We comply with our legal duty to immediately report to the Disclosure and Barring Service (DBS) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), any person who is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no working, a course of initial teacher training, or volunteering. As an independent school,

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where a dismissal does not meet the threshold for a DBS referral, we give separate consideration to making a referral to the Secretary of State via the Teaching Regulation Agency (TRA). This also applies where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

Referrals will be made as soon as possible after the resignation or removal of the individual and reports will include as much evidence about the circumstances of the case as possible. We also ensure that '*Compromise Agreements*' or '*ACAS Agreements*' never apply in such circumstances and appreciate that failure to make a report constitute an offence and that the school may be removed from the DfE register of independent schools. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part four of the DfE guidance "*Keeping Children Safe in Education*".

In some circumstances we will have to consider an allegation against an individual not directly employed by us eg: supply teacher, where our disciplinary procedures do not fully apply, we will ensure allegations are dealt with properly. We will not cease using a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency we will inform the agency of our process for managing allegations, including inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about policies.

Organisations or Individuals using school premises

We may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

Record Keeping and References

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. We have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious will not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious will also not be included in any reference. Substantiated allegations will be included in references, with the information included being factual and not including opinions.

Section Two: Concerns that do not meet the Harms Threshold

Plumtree School is committed to safeguarding by promoting the welfare of children and young people and protecting children from harm and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent/guardians or other adult within or outside of the organisation; or as a result of vetting checks undertaken. We manage and record any such concerns and take appropriate action to safeguard children. We encourage an open and transparent school culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately enabling identification of concerning, problematic or inappropriate behaviour early; minimising the risk of abuse; and ensuring that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the school ethos and values.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. 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 or college 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;
- taking photographs of children on a personal device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Sharing low level concerns

All low low-level concerns should be logged on a concern form and shared with the Headteacher Mr Phil Simpson, or in his absence another proprietor, Mrs Lucy Simpson. The Headteacher is the ultimate decision maker in respect of all low-level concerns although it is recognised that depending on the nature of some low-level concerns the headteacher may wish to consult with the DSL and take a more collaborative decision-making approach. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If the School is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, it will consult with the LADO.

Recording low-level concerns

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. If the concern has been raised via a third party, the headteacher 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.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for decisions and action taken.

The Head teacher will store these records confidentially, securely and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. We will retain such information until the individual leaves our employment.

References

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Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. A low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

We meet our responsibility under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed in early years provision, the provider must not continue to employ that person. Ofsted must be given the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

Part Six: Role of the Proprietors

It is incumbent on the Proprietors to comply with their duties under legislation and ensures the policies, procedures and training in the school are effective and comply with the law at all times. The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children". The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Nottinghamshire Safeguarding Children Partnership (NSCP). The Proprietors ensure that a senior member of staff, receives appropriate training to act as both the DSL and Deputy DSL. The Headteacher has been trained in Safer Recruitment in order to provide safe employment of staff and is fully abreast of the guidance available for safeguarding. The Proprietors have formally adopted this policy and reviews its contents annually or sooner if any legislative or regulatory changes are notified to Plumtree School. Proprietors ensure that they receive appropriate safeguarding and child protection (including online) training. This equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, proprietors do all that they reasonably can to limit children's exposure to Safeguarding risks from the school's IT systems. As part of this process, proprietors ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Proprietors consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

To this end, the Proprietors will ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay, once identified. The Proprietors are accountable for ensuring Plumtree School has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State and Nottinghamshire local authority from which most children are drawn.

The Proprietors can be contacted on the school landline (0115 9375859) during term time and the mobile (07976091547) out of term time.

Deficiencies and Weaknesses: It is the duty of all members of Staff and the Proprietors to draw to the attentions of the DSL any weakness or deficiencies in this policy which should be remedied immediately. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints and Monitoring: All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the school's Designated Safeguarding Lead (DSL) and Nottinghamshire Safeguarding Children Partnership.

Key Contacts in addition to those stated on pages 1 and 2 of this policy

Ofsted

Ofsted, Piccadilly Gate, Store Street,
Manchester, M1 2WD
Tel: 03001234234
Email: enquiries@ofsted.gov
Web: www.ofsted.gov.uk

Independent Schools Inspectorate

CAP House, 9-12 Long Lane
London, EC1A 9HA
Tel: 0207 600 0100
Email: info@isi.net Website: www.isi.net

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181,
Darlington, DL1 9FA
Telephone for referrals: 01325 953 795
Email: customerservices@dbsgsi.gov.uk
Telephone for customer services: 0870 909 08

NSPCC Child Protection Helpline: 0800 800 5000

ChildLine

Tel: 0800 1111 www.childline.org.uk

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