



Approval and review: Safeguarding Policy

This policy is the responsibility of Jamie Forrester (Director – Thrive Education Services Ltd T/A Thrive Alternative Provision)

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For referrals or advice regarding safeguarding concerns in Nottingham, contact the City Multi-Agency Safeguarding Hub (MASH):

- Telephone: 0115 876 4800
- Email: citymash@nottinghamcity.gov.uk



- Online: <https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/multi-agency-safeguarding-children-hub-mash/>

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PART 1:

1.1 Definitions

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing 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.
- And taking action to enable all children to have the best outcomes.

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare.

1.2 Introduction

At Thrive Alternative Provision

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the best interests of the child.
- We take an 'it can happen here' approach where safeguarding is concerned.
- Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm 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.

THRIVE ALTERNATIVE PROVISION is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.



All action taken by Thrive Alternative Provision will be in accordance with:

- Current legislation (these are summarised within Working Together to Safeguard Children: statutory framework)
- Statutory, national, and local guidance – this includes:
 - Working Together to Safeguard Children (2023), which sets out the multi agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
 - Keeping Children Safe in Education (2025) which is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- Local Guidance from the Local Safeguarding Partnership:
- Government guidance in relation to: -
 - COVID19: The government has removed remaining restrictions in England. Thrive Alternative Provision have created an addendum to this document in the event of a further lockdown. This is accessible via CPOMS and Directors of company
 - Specific topical safeguarding issues – a collection of up-to-date guidance can be found on the Safeguarding in Education Team’s guidance page. Key Guidance: Safeguarding in Education

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure



- Code of Conduct for Staff/ Staff Behaviour Policy (including the setting's Low level concerns procedures)
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy as a separate document)
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety Head teachers/principals will ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities and Rights Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND).

This will be in line with our Special Educational Needs and Disability Policy



Thrive Alternative Provision also adheres to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

1.4 Overall Aims

This policy will contribute to the safeguarding of children at Thrive Alternative Provision by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

1.5 Professional expectations, roles, and responsibilities



1.5.1 Role of all staff

All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2025).

Those working directly with children will also read Annex B.

- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.

Link Governor for Safeguarding:

Mr Muhammad *Majid*

Headteacher and Proprietor at V.A.S.E Academy, Park House, Park Lane *Birmingham* B21 8LE

- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the setting.



1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Designated Safeguarding Lead (DSL): Jack Broadhead]

Deputy DSL (DDSL): Hamza Bencherif

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting. This responsibility is explicit in the role holder's job description.
- The DSL works with the headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manage early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manage referrals to the local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who may need a social worker and may be experiencing abuse or neglect
 - requiring mental health support
 - who may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.



- Coordinate safeguarding training and raise awareness and understanding to the settings community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Are supported to identify the challenges that children in this group might face.
 - Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection file when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the setting.
- DSLs will inform the headteacher/principal of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes the need to be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

1.5.3 - Role of the Directors

The "Keeping Children Safe in Education 2025" guidance outlines several key duties for practitioners to ensure the safety and well-being of children in educational settings:

1. **Child-Centred Approach:** Practitioners must always consider what is in the best interests of the child, ensuring that their approach is centred around the child's needs and welfare.

[GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/Keeping_Children_Safe_in_Education_2025.pdf)



2. **Collaboration:** Recognising that no single practitioner can have a complete picture of a child's needs, it's essential for all professionals to work together to provide the right help at the right time.
[GOV.UK](https://www.gov.uk)
3. **Immediate Action on Concerns:** If staff have any concerns about a child's welfare, they should act on them immediately, following their school's or college's safeguarding policies and procedures.
[GOV.UK](https://www.gov.uk)
4. **Support from Designated Safeguarding Lead (DSL):** Every school and college should have a DSL who provides support to staff in carrying out their safeguarding duties and liaises closely with other services, such as local authority children's social care.
[GOV.UK](https://www.gov.uk)
5. **Understanding Legal Duties:** Practitioners should be aware of the legal duties to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
[GOV.UK](https://www.gov.uk)
6. **Engagement in Safeguarding Arrangements:** All schools and colleges should be fully engaged, involved, and included in local safeguarding arrangements, working in partnership with safeguarding partners to protect children.
[GOV.UK](https://www.gov.uk)

These duties emphasise the collective responsibility of all educational staff to ensure the safety and well-being of children, promoting a proactive and collaborative approach to safeguarding.

- The governing body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective and support the delivery of a robust whole setting approach to safeguarding. This training will be regularly updated.
- There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.
- Ensure that the setting remedies any deficiencies or weaknesses brought to its attention without delay.



- Ensure that this document is updated annually (or when there are significant updates).
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the settings community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe In Education (2024, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

1.6 Safeguarding training for staff

1.6.1 - All staff:

- The board of Trustees and proprietors will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal external training, email e-bulletins and staff meetings).
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.



- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

1.6.2 - Designated Safeguarding Lead and deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated at least every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

1.6.3 - Other training considerations:

- The board of Trustees /Director will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The DSL for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead (DSL) has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole setting safeguarding approach.



- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

Thrive Alternative Provision is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk);

- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'overblocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners can inform the curriculum via discussions with the Directors and SLT OF Thrive Alternative Provision

1.8 Safer recruitment and safer working practice



1.8.1 - Safer recruitment

Thrive Alternative Provision pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education (2025).

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), depending on the role and duties performed, including regulated and non-regulated activity.
- In addition, as part of the shortlisting process Thrive Alternative Provision will consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the setting might want to explore with the applicant at interview.
- All recruitment materials will include reference to Thrive Alternative Provision commitment to safeguarding and promoting the wellbeing of learners.

12 1.8.2 - Use of reasonable force

All staff must complete training before using reasonable force. The training includes best practices and compliance with the setting's Use of Reasonable Force policy. For more information, refer to the policy available both electronically and at our facilities reception. All staff will complete positive behaviour training before employment commences.

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).



- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to learners and our response to low level concerns can be accessed in section 2.8 Allegations of abuse made against professionals.

1.8.3 - Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed. General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.

- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and on staff notice boards).

1.9 Key safeguarding areas These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse



- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child-on-child harm:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - 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.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).



- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2025) the NSPCC website - Types of Abuse;

PART 2:

Procedures

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way. In the case a learner is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix B.

This includes responses to child-on-child harm and learners who present with a mental health need.

At Thrive Alternative Provision learners can raise their concerns via the DSL of THRIVE ALTERNATIVE PROVISION or manager/Directors of the company and they are promoted through the website and posters and meetings and they will be treated seriously.



2.2 Information Sharing

Thrive Alternative Provision is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when THRIVE ALTERNATIVE PROVISION will not provide a pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Thrive Alternative Provision will seek legal advice.

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

2.3 Identifying and monitoring the needs of vulnerable learners.

The DSL and manager will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records.



This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with all multi agencies (where appropriate) teachers and the settings leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to setting-based interventions – for example responding to behaviour.
- THRIVE ALTERNATIVE PROVISION can support learners who may have intersecting protected characteristics. [THRIVE ALTERNATIVE PROVISION] recognises those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically.
- THRIVE ALTERNATIVE PROVISION will work in the best interests of the child in compliance with their equality and human rights legal duties.

2.4 Multi-agency working

THRIVE ALTERNATIVE PROVISION is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.



Referrals in these cases should be made by the DSL (or manager) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in Appendix B.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Virtual School.

THRIVE ALTERNATIVE PROVISION will cooperate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

2.4.1

Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on a part time timetable, the setting will consult with the Virtual School following local procedures.

Attendance and exclusions of children in care:

- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the settings site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is an immediate risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NPCC. If non urgent you should report a crime via 101.
- In the rare event that a child death occurs, or a child is seriously harmed, the police should be called via 999.

2.5 Children Missing from Education (To be read in conjunction with the Attendance Policy)



A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

These should be reported to the DSL and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable learners.

THRIVE ALTERNATIVE PROVISION will follow the guidance detailed in Children Missing Education (2016).

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2.6.1 - Elective Home Education

THRIVE ALTERNATIVE PROVISION will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

2.6 Respond to incidents of child-on-child harm.

(There is flow diagram in Appendix B that illustrates this section)

All staff should recognise that children can harm other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm can be found under section 1.9 Key Safeguarding Areas.

It is recognised that child-on-child harm can happen inside and outside of settings or online.

At THRIVE ALTERNATIVE PROVISION



- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted and are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily as reflected in section 2.1 Reporting a concern of this policy.

THRIVE ALTERNATIVE PROVISION will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse or neglect, sexual violence, or sexual harassment. They will never 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.
- It is also important that staff determine how best to build trusted relationships with children which facilitates communication.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the child's cohort or the settings community.
- Not promising confidentiality as it is highly likely that information will need to be shared with other professionals.



2.7.1 Actions to take in relation to sexual violence and sexual harassment.

Reference to Keeping Children Safe in Education (2025) should be made in relation to taking protective action. THRIVE ALTERNATIVE PROVISION will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ manager who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. Following training The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Be Safe.
- DSLs/managers will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section 2.4 - Multi-Agency Working section.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this must be reported to the police immediately regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made for all children directly involved. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school 2022 - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.



2.7.2 - Contextual safeguarding approach to child-on-child harm:

THRIVE ALTERNATIVE PROVISION will minimise the risk of child-on-child harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the settings environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/manager will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.7 Responding to allegations of abuse made against professionals.

THRIVE ALTERNATIVE PROVISION has processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors). Staff must report any concerns or allegations about a professional's behaviour, but more urgently where they may have:

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

2.8.1 - Immediate action that must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues, supply staff, volunteers or contractors must be reported directly to the Head Teacher/Principal who will follow guidance in Keeping Children Safe in Education (2025) Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors).
- If the concern relates to the Director it should be reported to the manager and may include board of Trustees (Hopson) who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.



- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the setting will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The setting should not undertake any investigation unless the LADO advises this.

2.8.2 - Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping Children Safe in Education (2025). A low-level concern is not insignificant. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the settings low-level concerns policy

- Reports should be made in accordance with THRIVE ALTERNATIVE PROVISION own processes referenced e.g. Code of Conduct].
- THRIVE ALTERNATIVE PROVISION creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

2.9 Mental health and wellbeing.

Settings have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support.



THRIVE ALTERNATIVE PROVISION will commit to undertake the following:

Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

- Ensure that learners can report and share concerns in line with section

2.1 Reporting a concern of this policy.

- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL/manager (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities that can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

- DSLs/manager will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section

2.4 - Multi-Agency Working.

- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality Primary Mental Health Specialists from Child and Family Consultation Services.

2.9.1 - Contextual safeguarding approach to mental health

THRIVE ALTERNATIVE PROVISION will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.



The setting will take a 'whole setting' approach to:

- deliver high quality mentoring/teaching around mental health and wellbeing
- having a culture that promotes mental health and wellbeing
- having an environment that promotes mental health and wellbeing
- making sure pupils and staff are aware of and able to access a range of mental health services
- supporting staff wellbeing
- And being committed to pupil and parent participation

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

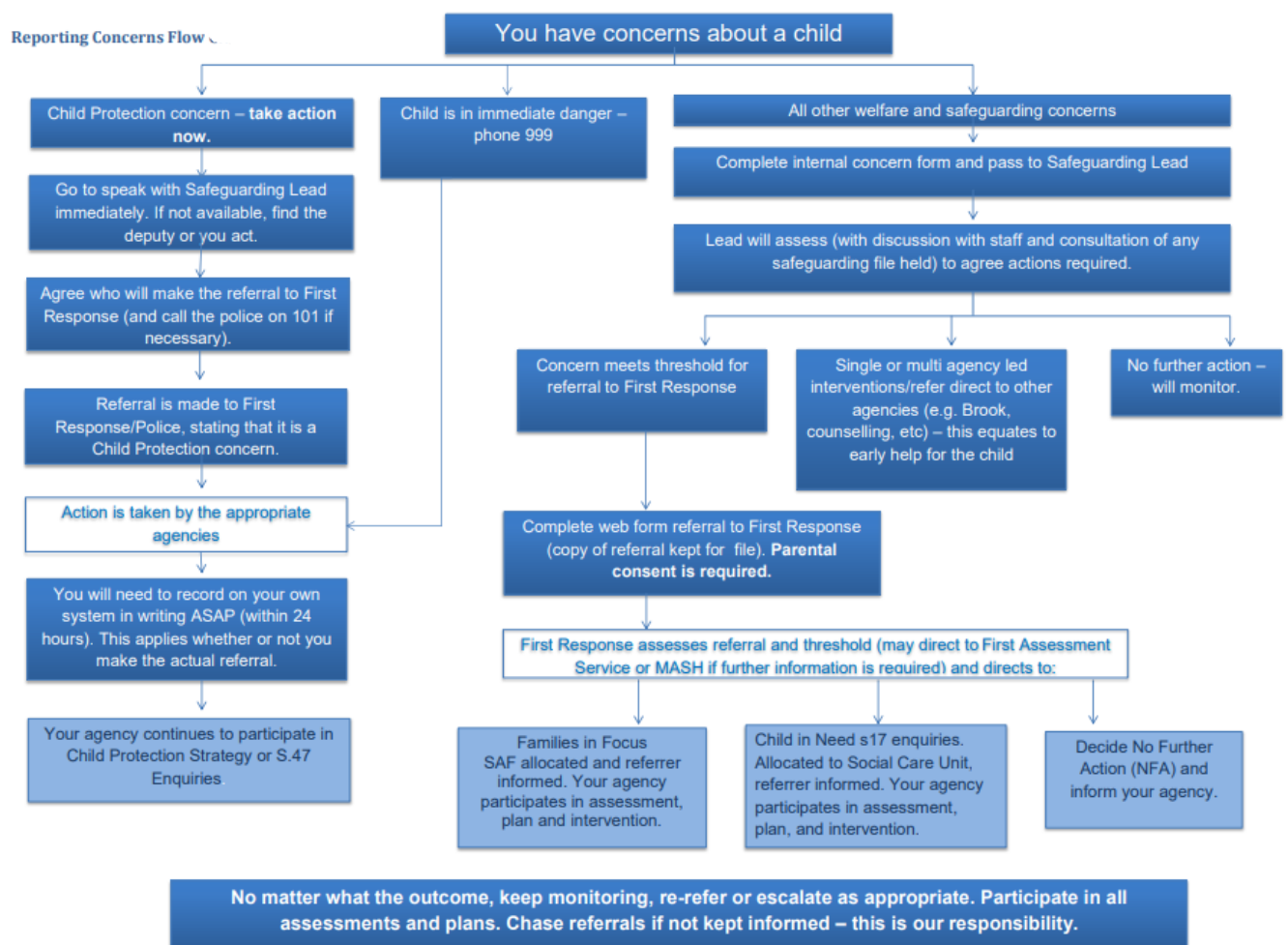
THRIVE ALTERNATIVE PROVISION is committed to addressing online safety issues around content, contact, conduct and commerce.

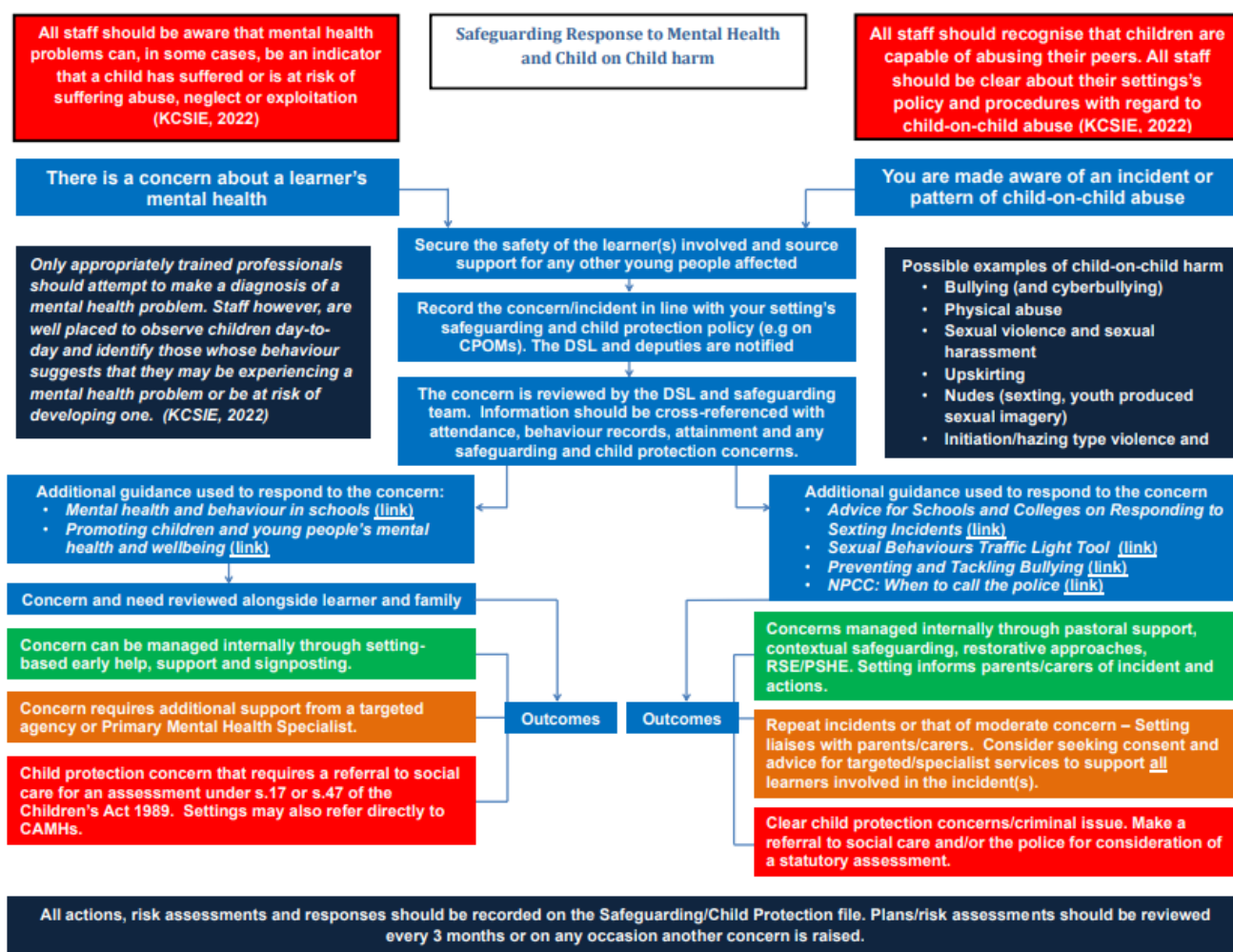
This includes:

- Ensuring that online safety is concerned with relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child-on-child harm can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child-on-child harm and read in conjunction of THRIVE ALTERNATIVE PROVISION policy on the use of mobile smart technology is available via CPOMS
- Provision of education via remote learning will comply with current governmental advice Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)



- The effectiveness of the setting's ability to safeguard learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.







Additional Safeguarding Policies - [Notts & Notts City SCB Contents](#)

Child Sexual Exploitation	<u>Child Sexual Exploitation</u>
Child Criminal Exploitation	<u>Child Criminal Exploitation</u>
Report a Child Missing from Education	<u>Children Missing from Home and Care Joint Protocol</u>
Children affected by Forced Marriage	<u>Forced Marriage</u>
Online Safety Advice	<u>Online Safety</u>
Fabricated or Induced Illness	<u>Fabricated or Induced Illness</u>
FGM Advice	<u>Female Genital Mutilation</u>
Domestic Abuse Support (Nottinghamshire)	<u>Domestic Abuse</u>



Young Carers - Advice and Support	<u>Parents with Learning Difficulties</u> <u>Parents with Mental Health Problems</u> <u>Parents who Misuse Substances</u>
Self-Harm and Suicidal Behaviour	<u>Self-Harm and Suicidal Behaviour</u>
Advice around Harmful Sexualised Behaviour.	<u>Harmful Sexual Behaviour (HSB)</u>

Multi-agency Contacts for Safeguarding in Education in Nottinghamshire.



	Nottinghamshire County	Nottingham City
To make an URGENT referral where a child is likely to suffer or is suffering from harm or significant harm, call The Multi-Agency Safeguarding Hub (MASH)	MASH First Response - Telephone: 0300 500 80 90 Fax: 01623 483295	Telephone: 0115 876 4800 Email: citymash@nottinghamcity.gov.uk Fax: 0115 876 2927 https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/multi-agency-safeguarding-children-hub-mash/
Out of Hours Referrals	Emergency Duty Team - 0300 456 4546 See Nottinghamshire County Council website for further information.	Out of hours referrals are to use this number in the event of an emergency: 0115 876 4800 Follow the following link for further information: https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/multi-agency-safeguarding-children-hub-mash/
To make a NON-URGENT referral,	MASH Email: mash.safeguarding@secure.nottscg.gov.uk	For referrals that are not urgent, complete a Multi-Agency Referral Form via the link below, which will be considered on the working day of



	Nottinghamshire County	Nottingham City
contact MASH Email		<p>receipt. The Multi-Agency Safeguarding (Children) Hub (City MASH) is the single point of contact for all professionals to report safeguarding concerns.</p> <p>https://myaccount.nottinghamcity.gov.uk/en/service/request for help and support for a child</p>
To raise concerns and ask for advice regarding Radicalisation .	<p>Referrals - Link to the appropriate action which should be followed.</p> <p>All Safeguarding issues regarding radicalisation should be referred to MASH (Nottinghamshire Multi-Agency Safeguarding Hub).</p>	<p>Call the Act Early support line on 0800 011 3764 in confidence to share your concern with a specially trained officer.</p>
Specialist Safeguarding Police Unit	<p>If you're a professional working with children, remember you have a responsibility to refer your concerns to Children's Social Care through your local council. Additionally, take appropriate action through the following contacts:</p> <ul style="list-style-type: none"> • contact the NSPCC to speak to a professional practitioner • contact the children's social care team at your local council • contact Fearless confidentially and anonymously. 	<p>If you're a professional working with children, remember you have a responsibility to refer your concerns to Children's Social Care through your local council. Additionally, take appropriate action through the following contacts:</p> <ul style="list-style-type: none"> • contact the NSPCC to speak to a professional practitioner • contact the children's social care team at your local council • contact Fearless confidentially and anonymously.



	Nottinghamshire County	Nottingham City
For advice and guidance on whether an incident passess the threshold for referral to Social Services and/or MASH.	Nottinghamshire Multi-Agency Safeguarding Hub (MASH) Pathway to Provision	Please consult the 'Threshold of Needs' document when considering whether a child is in need of Help/Support/Safeguarding/Protection : Nottingham Safeguarding Children Partnership Threshold of Needs
Tackling Emerging Threats to Children Team (TETCT)	Lead Practitioner: Sarah Lee - 07903 266 718 Early Help Assessment Framework (EHAF)	
To raise concerns and ask for guidance in relation to the conduct of someone who works with Children.	<ul style="list-style-type: none"> ● email: LADO@nottsgov.uk ● Safeguarding Independent Review telephone: 0115 8041272 Submit a LADO contact form - Advice and guidance - Section 1 - config - Nottinghamshire County Council	<p>The Local Authority Designated Officer is Claire Patel:</p> <p>Email: LADO@nottinghamcity.gov.uk</p> <p>LADO Referral Form</p>



	Nottinghamshire County	Nottingham City
Safeguarding in Education Team	Telephone 0115 977 3935 E-mail info.nscb@nottsc.gov.uk Website https://www.nottinghamshire.gov.uk/..nscp	Email: About Nottingham City Safeguarding Children Partnership - Nottingham City Council Telephone: 0115 876 4762

Appendix C: Dealing with a Disclosure of Abuse (Updated to Comply with KCSIE 2025)

When a child tells you about abuse they have suffered, it is essential to follow these steps:

1. **Stay Calm**
 - Remain composed and avoid displaying shock, anger, or embarrassment.
2. **Reassure the Child**
 - Thank them for speaking to you and let them know they did the right thing by sharing.
3. **Avoid Promising Confidentiality**
 - Explain that you cannot keep what they've told you a secret and that you may need to share the information with key individuals to help keep them safe. Be clear about who this will be and why.
4. **Encourage the Child to Speak Freely**
 - Use open-ended prompts such as "Tell me," "Explain to me," or "Describe to me" (TED questioning). Avoid asking leading or investigative questions.
5. **Listen Carefully and Remember Details**
 - Focus on what the child is saying without interrupting or rushing them.
6. **Check Your Understanding**



- Summarise or repeat back what the child has shared to ensure you've understood correctly.
- 7. **Praise the Child**
 - Reinforce that they have a right to be safe and protected. Commend their courage in speaking up.
- 8. **Avoid Comments on the Alleged Perpetrator**
 - Do not express opinions or make remarks about the person being accused.
- 9. **Record Retracted Statements**
 - If the child retracts their disclosure, record what they initially said and the context.
- 10. **Conclude the Conversation Positively**
 - Tell the child again who you will share the information with and why, ensuring they understand the next steps.
- 11. **Document the Disclosure Promptly**
 - Write a detailed account as soon as possible using the child's exact words. Include any questions you asked. Avoid opinions, interpretations, or assumptions.

Important Note:

Education staff are not responsible for investigating or seeking disclosures. Their role is to observe, listen, be approachable, and respond appropriately if a child indicates something is wrong.

The 5 Rs:

These steps provide a clear framework for responding to disclosures:

- **Recognise** - Be alert to signs of abuse or neglect.
- **Respond** - Act appropriately to disclosures.
- **Reassure** - Let the child know they are heard and supported.
- **Refer** - Pass on the information to the designated safeguarding lead (DSL) or appropriate authority.
- **Record** - Document the details accurately and promptly.

Appendix D: Types of Abuse and Neglect (Updated to Comply with KCSIE 2025)

Definition of Abuse and Neglect

Abuse and neglect refer to the maltreatment of a child or young person, either by inflicting harm or failing to prevent harm. This maltreatment can be caused by an adult or another child.



The Department for Education's *Tackle Child Abuse* campaign provides accessible resources, including videos, to deepen understanding of abuse and neglect: [Tackle Child Abuse Campaign](#).

Key Considerations for Practitioners:

- Abuse, neglect, and safeguarding concerns are rarely isolated incidents. They often overlap and interact, creating complex situations that require careful observation and action.
- For children with Special Educational Needs and Disabilities (SEND), identifying abuse and neglect can be more challenging due to additional barriers, including:
 - Assumptions that behaviour, mood, or injuries are solely related to the child's disability without further exploration.
 - Greater vulnerability to peer group isolation than other children.
 - A higher likelihood of being disproportionately impacted by bullying or harassment, often without showing outward signs.
 - Communication barriers that make it difficult for the child to disclose abuse or neglect.
- Practitioners must provide extra pastoral support for children with SEND to mitigate these barriers and ensure effective safeguarding measures are in place (KCSIE, 2024).

Categories of Abuse and Neglect

The definitions below are adapted from *Working Together to Safeguard Children* (2018). While it is not the responsibility of education staff to assess or define the type of abuse, understanding these categories is essential to recognizing the signs and taking appropriate early action. Responsibility for determining the type of abuse lies with the Police and Children's Services.

Physical Abuse

Physical abuse involves deliberately causing physical harm to a child. This can include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise physically harming a child.

Indicators of Physical Abuse:

- Unexplained injuries, such as bruises, burns, or fractures.
- Injuries in unusual places, such as the back, abdomen, or inner thighs.
- Frequent or unexplained absence from school, which may suggest attempts to hide injuries.
- Fearful reactions to physical contact or flinching.
- Inconsistent explanations for injuries provided by the child or their caregiver.



Emotional Abuse

Emotional abuse involves the persistent emotional maltreatment of a child, which can severely affect their emotional development. It includes conveying to a child that they are worthless, unloved, or only valued if they meet certain expectations.

Examples of Emotional Abuse:

- Constant criticism, threats, or ridicule.
- Limiting a child's exploration or learning opportunities.
- Exposure to domestic abuse or other harmful behaviours.
- Preventing a child from forming friendships or positive relationships.

Indicators of Emotional Abuse:

- Developmental delays without medical explanations.
- Low self-esteem or self-worth.
- Social withdrawal or difficulty forming relationships.
- Over-compliance or excessive fear of making mistakes.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities, whether or not the child is aware of what is happening. It includes both physical contact (e.g., penetration, touching) and non-contact activities (e.g., exposing a child to sexual content or grooming).

Examples of Sexual Abuse:

- Physical sexual contact, including penetration or inappropriate touching.
- Encouraging a child to engage in sexual acts or behaviours.
- Exposing a child to pornography or other explicit material.

Indicators of Sexual Abuse:

- Sexualized behaviour inappropriate for the child's age.
- Knowledge of sexual topics beyond what is age-appropriate.
- Sudden withdrawal or refusal to participate in physical activities.
- Physical signs, such as pain, bleeding, or itching in the genital area.



Neglect

Neglect is the persistent failure to meet a child's basic physical, emotional, or educational needs, which is likely to result in serious impairment of their health or development.

Examples of Neglect:

- Failing to provide adequate food, clothing, or shelter.
- Denying access to necessary medical treatment.
- Leaving a child unsupervised in unsafe environments.
- Ignoring a child's emotional needs or failing to provide stimulation.

Indicators of Neglect:

- Consistently poor hygiene or clothing inappropriate for the weather.
- Frequent absences from school or arriving hungry or tired.
- Persistent health issues, such as untreated infections or dental problems.
- Lack of parental engagement or responsiveness to the child's needs.

Additional Considerations for Children with SEND

Children with SEND are at a heightened risk of abuse and neglect. Practitioners should remain vigilant and address:

- Misinterpretation of behaviours or injuries as symptoms of a disability.
- Increased risk of bullying or exploitation, often with limited outward signs.
- Communication difficulties, requiring proactive approaches to elicit disclosures.

Settings should provide tailored support, including:

- Enhanced pastoral care.
- Communication aids or alternative methods for children to express concerns.
- Training for staff to recognise and address safeguarding concerns specific to SEND.

Practitioner Responsibility



All staff must be vigilant in recognizing signs of abuse and neglect. Where concerns arise, staff should act promptly by reporting to the Designated Safeguarding Lead (DSL) in accordance with school policies and KCSIE 2025 guidance. Safeguarding is everyone's responsibility.

Appendix E

Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties is in Keeping Children Safe in Education 2025 and access to local guidance can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, THRIVE ALTERNATIVE PROVISION may need to make a referral to children's social care.

Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section 2.2

Information Sharing.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) THRIVE ALTERNATIVE PROVISION will ensure that early help intervention is provided as soon as a concern of exploitation is identified.

Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, THRIVE ALTERNATIVE PROVISION will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- Notts Police share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.



Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident of domestic abuse. Avon and Somerset have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, the education setting is not permitted to share his information without seeking consent from Notts police in case this may put a victim and learners at further risk of harm. The only exception to this is when information is shared with the new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education, 2025). Additional instructions around this are sent out with every single notification.

- Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.
- Each setting should promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Female Genital Mutilation (FGM)

Mandatory reporting duty:

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101.

This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.



Travel:

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete a Referral Risk assessment with the family to identify any support that the family may require.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the Referral Risk Assessment.
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

- Annex B of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the setting should alert - Child Exploitation and Online Protection command (CEOPS) <https://www.ceop.police.uk/ceop-reporting>

Serious Youth Violence To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'.



It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found Notts police should be called for a multidisciplinary assessment of risk.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner may be at further risk of harm out in the community.

Preventing Radicalisation - The Prevent duty

All settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of the settings wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children’s social care to ensure that needs are adequately made.



Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. The setting will support learners who are young carers to appropriate support.