



## **Safeguarding Policy**

This policy applies to all staff at Prime Tutors Nottingham Ltd, an alternative education provider operating in Nottinghamshire. It should be read alongside the Prime Tutors Nottingham Ltd Child Protection Policy, available on request.

**Prime Tutors Nottingham Ltd is committed to providing a safe, caring, and supportive environment for all learners. We recognise that safeguarding extends beyond our provision and into the wider contexts in which children and young people live their daily lives. Our approach is rooted in contextual safeguarding, acknowledging that risks can arise within peer groups, online spaces, schools, neighbourhoods, and other environments beyond the control of families. We are dedicated to understanding and addressing these wider factors to protect the safety and wellbeing of our learners, and we use our curriculum and practice to ensure they are educated about the contextual risks relevant to them.**

**We firmly believe that safeguarding is a shared responsibility. All staff, contractors, and volunteers play an active role in promoting learner welfare, providing early help, and protecting children from harm. Prime Tutors Nottingham Ltd is committed to fostering an open, honest, and supportive culture where the best interests of learners always come first. Our procedures ensure prompt and effective action whenever a child may be at risk of harm or abuse, in line with statutory guidance including *Working Together to Safeguard Children* (2018, 2023) and *Keeping Children Safe in Education* (2025).**

**We aim to provide a positive, safe, and stimulating environment that supports every learner's social, physical, emotional, and moral development. In delivering this ambition, we adhere to the principles set out in the Nottinghamshire Safeguarding Children Partnership (NSCP) Threshold of Need and the NSCP Policy, Procedures and Practice Guidance. Effective safeguarding can only be achieved when children are placed at the centre of the system and when all individuals and agencies work together to meet the needs of the most vulnerable.**

**The aims of this policy are to:**

- **Support learners' development in ways that foster security, confidence, and independence.**
- **Raise awareness among all staff and volunteers of the need to safeguard children and their responsibilities in identifying and reporting concerns.**
- **Set out clear, structured procedures for responding to suspected harm or abuse.**
- **Emphasise the importance of strong communication between all staff and those with designated safeguarding responsibilities, including mental health, attendance, and health and safety.**
- **Ensure that all external providers using our premises or delivering activities on our behalf maintain appropriate safeguarding arrangements.**
- **Highlight the connection between this Safeguarding Policy and our safer recruitment and allegation-management procedures.**
- **Confirm our commitment to effective partnership working with Nottinghamshire MASH, the Nottinghamshire Safeguarding Children Partnership (NSCP), and other relevant agencies, including those in neighbouring authorities where appropriate.**

## **Our Commitment**

Prime Tutors Nottingham Ltd is dedicated to creating a safe, nurturing, and supportive environment for all learners. We work collaboratively with students, parents, carers, and the wider community to identify, understand, and mitigate safeguarding risks. Our commitment includes:

- Working in partnership with families and external agencies to promote learner safety.
- Providing comprehensive training for all staff to recognise contextual safeguarding risks and respond appropriately.
- Implementing robust policies and procedures that reflect the unique safeguarding needs of our learning community.

## **Our Approach to Safeguarding**

We adopt a holistic, contextual safeguarding approach that recognises the influence of peer groups, online environments, community spaces, and other external settings on learner safety. Our approach includes:

- Conducting regular assessments of the environments and contexts our learners engage with.
- Building strong partnerships with local organisations, safeguarding boards, and relevant agencies to strengthen our safeguarding practice.
- Empowering learners to speak openly about their concerns and ensuring they know how to seek help and support.

## **Our Community Contribution**

Safeguarding is a shared responsibility. We encourage all members of the Prime Tutors Nottingham Ltd community to contribute by staying informed, remaining vigilant, and working together to maintain a safe environment for everyone. Concerns or suggestions can be raised directly with our Designated Safeguarding Leads (DSLs) or via our safeguarding contact channels.

## **Safeguarding Objectives**

Our safeguarding objectives guide our practice and ensure consistency across all areas of provision:

- Provide a secure, nurturing environment that supports learners' development, independence, and confidence.
- Increase staff awareness of their responsibilities in recognising and reporting signs of abuse or harm.
- Set out clear procedures for staff and Designated Safeguarding Leads (DSLs) to follow when concerns arise.
- Highlight the links between safeguarding, safer recruitment, and allegation-management processes.
- Promote strong partnerships with local authorities and relevant agencies to ensure effective communication and coordinated safeguarding responses.

This policy reflects current legislation, accepted best practice and complies with government guidance: Working Together to Safeguard Children 2023 and Keeping Children Safe in Education September 2025.

## **Definition of Safeguarding**

For the purposes of this policy, safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing impairment of mental or physical health or development.
- Ensuring children are cared for safely and effectively.
- Supporting children to achieve the best possible outcomes

*Children are defined as individuals under 18 years old.*

## **Maintaining a child-centered and coordinated approach to safeguarding:**

Everyone who works at Prime Tutors Nottingham Ltd understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who encounters children and their families has a role to play. To fulfil this responsibility effectively, all our staff will ensure their approach is child-centered and will be supported to consider, at all times, what is in the best interests of the child.

## **Guidelines and Procedures**

### **Early Help**

Staff should remain vigilant and recognise when a child may benefit from early support. This may include situations where children:

- Have disabilities or additional needs.
- Show signs of being drawn into criminal activity or anti-social behaviour.
- Are frequently missing from home or care, or are at risk of exploitation.
- Live in challenging family circumstances, such as exposure to domestic abuse, mental ill-health, or substance misuse.

### **Responding to Learners**

If a child discloses a safeguarding concern:

- Listen attentively and remain calm, avoiding any expression of shock or disbelief.
- Do not press for further detail or ask leading questions.
- Reassure the child that speaking up was the right thing to do.
- Avoid criticising any individual involved and do not make promises you cannot keep, including promises of confidentiality.
- Explain the next steps, including your responsibility to share the information with the Designated Safeguarding Lead (DSL), and reassure them that this is to ensure their safety and support.

**Referral Process**

- If a child is at immediate risk of serious harm, contact Children's Social Care or the police without delay.
- Share all safeguarding concerns with the DSL as soon as possible.

**Record-Keeping:**

- Safeguarding records are maintained separately from general learner files in secure electronic storage.
- A Single Central Record (SCR) is maintained to track all pre-employment checks, safeguarding training, and DBS updates.

**Training:**

- All staff must complete annual safeguarding training.
- Whole staff training occurs every three years in line with local guidance from the *Nottinghamshire Safeguarding Partnership*.

**Policy Review and Access**

- The Safeguarding Policy is reviewed annually at minimum and is publicly available on the company website.
- Parents are informed of the policy and Prime Tutors Nottingham Ltd's commitment to making referrals when necessary as well as working together with families to ensure positive outcomes.

**Raising Awareness:**

The DSL's ensure the policy is up to date, reviewed regularly, and accessible to staff, parents, and external stakeholders.

**Implementation and Monitoring:**

The Company Directors oversee the implementation of this policy, ensuring adherence to safeguarding practices by all staff.

## Roles and Responsibilities

### Designated Safeguarding Leads (DSLs)

#### DSL: Siobhan Stevenitt

Designated Safeguarding Leads at Prime Tutors Nottingham Ltd hold a central role in ensuring the safety and wellbeing of all learners. Their responsibilities are clearly defined and supported to ensure effective safeguarding practice across the organisation.

#### Core Responsibilities of the DSLs

Designated Safeguarding Leads will:

- Undertake updated child safeguarding training at least every two years.
- Liaise with relevant agencies in accordance with **Nottinghamshire Safeguarding Children Partnership (NSCP)** procedures when concerns arise about possible abuse or harm.
- Access and understand the full contents of the **NSCP procedures** and ensure these are available and accessible to all staff.
- Ensure all staff, including supply staff, visiting professionals, and volunteers, are informed of the DSL team's names, contact details, and the organisation's safeguarding procedures.
- Support staff attending strategy meetings, looked-after reviews, case conferences, or other multi-agency safeguarding meetings.
- Provide emotional and professional support to staff and volunteers who may find safeguarding issues distressing, enabling them to discuss concerns and seek further support where needed.
- Ensure involvement of other designated leads where concerns relate to a child who is looked after or previously looked after.
- Support staff to reflect on the information they hold about children and offer alternative perspectives to strengthen professional judgement.
- Be aware of the requirement for children being interviewed by the police to have an appropriate adult present (PACE).
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place (*Keeping Children Safe in Education 2025*, p.31, para.102).
- Ensure written records of concerns are maintained, even when no immediate referral is required.
- Ensure all child protection records are clearly marked, securely stored, and—where electronic—protected with separate passwords accessible only to the Director and DSLs.
- Ensure pupil records are kept separately and clearly marked where additional confidential information is held elsewhere.
- Maintain oversight of attendance where there are concerns about welfare or safety, including children missing education or patterns of non-attendance.
- Ensure adherence to the *Children Missing Education: Statutory Guidance for Local Authorities (2016)*.
- Referring cases of suspected abuse or concerns regarding learner welfare to the appropriate agencies without delay.
- Maintaining full, accurate, and secure records of all safeguarding concerns.

- Managing a central database of staff safeguarding training, DBS checks, and compliance records to ensure all regulatory requirements are met.
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted
- children's safeguarding records are monitored for patterns, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action

## All Staff

All staff—teaching and non-teaching—along with volunteers and any adults working with learners at Prime Tutors Nottingham Ltd, share a collective responsibility to safeguard children and young people. To fulfil this duty, all staff must:

- **Read and understand Part 1 of *Keeping Children Safe in Education (2025)*** as a minimum, and apply this knowledge in daily practice.
- **Share safeguarding information promptly** with the Designated Safeguarding Lead (DSL) and, where necessary, with external agencies through the DSL.
- **Understand that they may make a direct referral** to Children's Social Care in urgent situations, even if they have not yet informed the DSL.
- **Remain alert to signs and symptoms of harm or abuse**, including specific risks such as Female Genital Mutilation, Forced Marriage, exploitation, and radicalisation.
- **Know how to respond appropriately** when they have concerns or when a learner discloses information to them.
- **Record concerns accurately and promptly**, including any additional information required by safeguarding procedures.
- **Complete safeguarding training regularly**, in line with statutory guidance and local safeguarding partnership expectations.
- **Maintain an attitude of 'it could happen here'**, recognising that abuse and neglect can occur in any setting.
- **Have access to and understand *What to Do if You're Worried a Child Is Being Abused: Advice for Practitioners* (2015).**
- **Report any concerns about online safety**, including instances where unacceptable content is accessed despite filtering and monitoring systems.
- **Ensure appropriate supervision** when learners are using online platforms.
- **Consider planned lesson content carefully**, particularly where it may affect filtering and monitoring systems (see the E-Safety Policy).
- **Recognise that absence can be a safeguarding concern** and monitor patterns of non-attendance, reporting concerns to the DSL in line with safeguarding and attendance procedures.
- **Engage fully in safeguarding induction training** before starting their role.
- **Complete mandatory safeguarding training** through the organisation's e-learning platform (Educare) within required deadlines.
- **Read and understand the Prime Tutors Nottingham Ltd Safeguarding and Child Protection Policies** prior to their first day of employment.
- **Record and report any safeguarding concerns by 4:00pm on the same day**, or immediately where urgent.
- **Be familiar with the local Early Help process** and understand their role in supporting vulnerable children and families.

## **Monitoring, Escalation and Multi-Agency Working**

- Where a pupil is subject to a Child Protection Plan and is absent without explanation for two days, the relevant children's social care professional must be contacted immediately.
- Safeguarding records are monitored for patterns; concerns that appear low-level in isolation may indicate significant risk when viewed collectively.
- Practitioners must recognise the difference between adversity caused by economic or social circumstances and situations where children face harm due to parental abuse or neglect, and respond confidently to both.
- A culture of mutual professional challenge is expected. Staff challenge themselves and each other, question assumptions, and resolve differences of opinion in a restorative and respectful way.

The three safeguarding partners—the Local Authority, the Integrated Care Board (ICB), and the Chief Officer of Police—are responsible for ensuring that all education providers are fully engaged in local safeguarding arrangements. In Nottinghamshire, the role of education is recognised through established structures that ensure schools and providers contribute effectively to the work of the Nottinghamshire Safeguarding Children Partnership (NSCP).



## **Definition of Abuse**

Abuse is a form of maltreatment where harm is inflicted on a child or failure to prevent harm occurs. It can happen within a family, institution, or community setting and may involve individuals known to the child or, in rare cases, strangers. Abuse may occur online or offline, facilitated by technology, and can be perpetrated by adults or peers.

## **Forms of Abuse**

### **1. Physical Abuse**

Physical abuse involves actions such as hitting, shaking, throwing, poisoning, burning, scalding, drowning, or suffocating a child. It also includes fabricating or inducing illness in a child.

### **2. Emotional Abuse**

Emotional abuse is the persistent maltreatment of a child, impacting their emotional development. It may involve:

- Making a child feel worthless, unloved, or only valued for meeting another's needs.
- Silencing or mocking a child.
- Imposing developmentally inappropriate expectations.
- Exposing a child to ill-treatment or severe bullying (including cyberbullying).

### **3. Sexual Abuse**

Sexual abuse includes forcing or enticing a child to participate in sexual activities, whether they involve physical contact (e.g., rape or non-penetrative acts like touching) or non-contact acts (e.g., viewing sexual content, grooming). Abuse may occur online or offline, perpetrated by adults, (both men and women), or even peers.

### **4. Neglect**

Neglect is the persistent failure to meet a child's basic physical and emotional needs, potentially leading to severe harm. Examples include:

- Failing to provide adequate food, clothing, or shelter.
- Lack of supervision or medical care.
- Emotional neglect or unresponsiveness.

## Safeguarding Issues

### Awareness of Risk Factors

All staff must recognise safeguarding risks such as drug and alcohol abuse, truancy, and sexting, which can put children in danger.

### Child-on-Child Abuse

*Keeping Children Safe in Education 2025, Page 147*

All staff must be aware that safeguarding concerns can manifest as **child-on-child abuse**. Children are capable of abusing their peers, and such behaviour must always be taken seriously, never dismissed as “banter”, “part of growing up”, or “just having a laugh”. Child-on-child abuse can occur between any children, regardless of age, sex, or background.

### Forms of Child-on-Child Abuse

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

- **Bullying**, including cyberbullying
- **Physical abuse**, such as hitting, kicking, shaking, biting, hair pulling, or causing physical harm
- **Sexual violence**, including rape, assault by penetration, and sexual assault
- **Sexual harassment**, including sexual comments, remarks, jokes, and online harassment
- **Upskirting**, which involves taking images under clothing without consent
- **Sexting** (youth-produced sexual imagery)
- **Initiation/hazing violence and rituals**, often linked to group dynamics or peer pressure

### Our Commitment to Safety

Prime Tutors Nottingham Ltd believes that all children have the right to learn in a safe, respectful environment. Learners must be free from harm caused by adults or other students. We recognise that some children may negatively impact the wellbeing of others, and such behaviour will be addressed in line with our Behaviour Policy and safeguarding procedures.

### Child-on-Child Abuse

Staff must remain alert to wider safeguarding risks that may intersect with or contribute to child-on-child abuse, including:

- **Child Sexual Exploitation (CSE)**
- **Radicalisation and extremism**
- **Abuse within intimate relationships**
- **Gang involvement and criminal exploitation (e.g., County Lines)**
- **Technology-facilitated abuse**, including online coercion, threats, or exploitation

### Staff Responsibilities

All staff must:

- Recognise the signs of child-on-child abuse
- Report concerns immediately to the Designated Safeguarding Lead
- Respond to disclosures with sensitivity and professionalism
- Ensure victims are supported, listened to, and never made to feel responsible for the abuse

- Understand that both victims and perpetrators may require support

## Neglect

*Keeping Children Safe in Education 2025, Pages 12–13 (Paragraph 28) and Annex A, Page 146 (Paragraph 10)*

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

- Provide adequate food, clothing, or shelter (including exclusion from home or abandonment)
- Protect a child from physical or emotional harm or danger
- Ensure adequate supervision (including inappropriate or unsafe caregiving arrangements)
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs

All staff must also be aware that **child sexual exploitation (CSE)** and **child criminal exploitation (CCE)** are forms of child abuse and may occur alongside or within patterns of neglect.

## Identifying and Assessing Neglect

The **Nottinghamshire and Nottingham City Safeguarding Children Partnerships** have adapted the *Child and Young Person's Neglect Toolkit*, originally developed by Jane Wiffin for Hounslow LSCB and later revised by North Somerset. This toolkit provides a **Structured Judgement Approach** to help professionals:

- Identify early signs of neglect
- Assess the severity and impact of concerns
- Work collaboratively with families to improve outcomes
- Support multi-agency decision-making

The toolkit should always be used alongside local threshold and pathway documents.

## Local Guidance and Thresholds

Professionals must refer to the following local guidance when assessing neglect and determining the appropriate level of support or intervention:

- **Nottinghamshire Pathway to Provision**

<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

- **Nottingham City Threshold of Need / MASH Guidance**  
(Multi-Agency Safeguarding Hub – Nottingham City Council)
- **Interagency Procedures and Guidance on Neglect**  
[http://nottinghamshirescb.proceduresonline.com/p\\_neglect.html](http://nottinghamshirescb.proceduresonline.com/p_neglect.html)

These documents provide essential guidance on thresholds for early help, targeted support, and statutory intervention.

## Support for Vulnerable Groups

LGBTQ+ children may face additional barriers. Staff must provide a trusted, compassionate environment to ensure these learners feel supported and safe.

## **Mental Health and Safeguarding**

Mental health concerns may indicate abuse or neglect. While only qualified professionals can diagnose mental health conditions, staff are well-positioned to observe behavior changes that suggest a child may need help and report accordingly.

Children exposed to adverse childhood experiences may face lasting impacts on their mental health and education. Staff should understand these effects and take immediate action if a mental health concern is also a safeguarding issue.

## **Information Sharing**

### **The Importance of Collaboration**

#### **Information Sharing**

Effective information sharing is vital for identifying and addressing concerns related to abuse or neglect. Staff must adopt a proactive approach, ensuring that any relevant information is promptly communicated to the Designated Safeguarding Lead (DSL). The DSL is responsible for sharing this information with local authorities and other appropriate agencies to ensure that children receive timely and appropriate protection.

#### **Legal Obligations**

Prime Tutors Nottingham Ltd adheres fully to the Data Protection Act 2018 and the UK GDPR, ensuring that all personal data is managed lawfully, responsibly, and securely. All information sharing is carried out in line with established principles that uphold both legal and ethical standards. For more detailed guidance, please consult the Prime Tutors Nottingham Ltd Data Protection Policy.

#### **Attendance Reporting**

- Attendance is recorded electronically twice daily, to coincide with morning and afternoon sessions.
- Non-attendance is reported to the Learning Manager and referrers immediately. For learners with known safeguarding concerns, this information is shared with social care and commissioners.
- Staff will wait 30 minutes for late arrivals before contacting parents/carers and, if necessary, conducting a 'welfare visit'
- Learners with known safeguarding concerns will receive a welfare visit for each absence, where they are not seen by another professional (such as a medical appointment).
- Learners will receive a welfare visit from Prime Tutors Nottingham Ltd staff and phone calls if they are absent and unseen by professionals for more than five days. This will be escalated to social care by the DSL if the learner continues to be unseen and their wellbeing ascertained by Prime Tutors Nottingham Ltd staff.

#### **Health and Safety**

- Learner risk assessments are conducted based on referrer information and induction meetings at the initial home visit. This risk assessment is updated by Learning Managers and shared with staff when new safeguarding concerns arise or new procedures/ control measures are put in place based on learner and familial circumstances. Learner risk assessments are completed with parents/carers to include them in the decision making process.
- Venues used for tuition are risk-assessed, and safety procedures (e.g., fire evacuation) are explained during the first visit. Prime Tutors Nottingham Ltd maintains a database of risk assessments that staff can access for activities that take place during sessions.
- Learner consent forms and medication forms are obtained by Learning Managers during the initial home visit, as well as information related to any medical conditions that the learner may need to manage during session times.
- Please see the Prime Tutors Nottingham Ltd Health and Safety Policy available

on the company website for further information related to this matter.

## Legal Responsibilities and Allegations Against Staff

### Responding to Safeguarding Concerns

Any safeguarding concern must be discussed with the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL **as soon as possible**. If at any point there is a risk of **immediate serious harm** to a child, a referral must be made to **Nottinghamshire MASH** or the police without delay. **Any member of staff may make such a referral.**

All concerns, decisions, actions, and outcomes must be recorded in accordance with organisational safeguarding procedures, including the use of electronic systems where applicable.

### Immediate Response to a Pupil Disclosure

When a pupil discloses information, staff must ensure their actions do not cause further harm or compromise any future investigation. Staff should:

- Listen carefully to the pupil and avoid showing shock or disbelief.
- Observe visible injuries such as bruises, but **never** ask a pupil to remove clothing.
- Accept what the pupil says without questioning its validity.
- Stay calm and allow the pupil to set the pace of the conversation.
- Avoid pressing for detail or asking leading questions (e.g., "What did they do next?").
- Use open prompts such as *"Is there anything else you want to tell me?"*
- Avoid asking questions that may induce guilt, such as *"Why didn't you tell me sooner?"*
- Acknowledge the pupil's courage in speaking up.
- Avoid criticising the alleged perpetrator, as the pupil may have an ongoing relationship with them.
- Never promise confidentiality. Reassure the pupil they have done the right thing and explain who you must inform (the DSL) and why.
- Avoid making promises you cannot keep, such as *"Everything will be fine now"* or *"I'll stay with you all the time."*

### Record Keeping

Staff must keep **clear, accurate, and timely** written records of all safeguarding concerns. These records may be required for legal, statutory, or multi-agency safeguarding processes and must follow organisational recording procedures.

### Managing Allegations

- Any allegation made against a member of staff must be reported **immediately** to the Director and the DSL. They will follow the appropriate safeguarding procedures and consult with the relevant local authority agencies as required.
- Allegations involving students must be referred directly to the DSL without delay.
- For further guidance on managing allegations against staff, refer to the **Prime Tutors Nottingham Ltd Whistleblowing Procedure Policy**.

## Responding to Parent Concerns

- Any safeguarding concerns raised by parents must be directed to the DSL or the Company Director, who will ensure that appropriate action is taken.

## Policy Commitments

- **Action-Oriented Response:** All allegations or concerns will be treated seriously, recorded accurately, and addressed without delay.
- **Annual Reviews:** Safeguarding policies will be reviewed at least once a year to ensure they remain effective and fully aligned with current safeguarding legislation and best practice.
- **Training and Awareness:** All staff will receive regular safeguarding training and updates from the DSL and Learning Managers to ensure they can identify risks and respond appropriately.

This policy applies to all learners and staff at Prime Tutors Nottingham Ltd, including sub-contractors, and is designed to ensure the safety and well-being of every child in our care.

## Staff Commitments:

- Build consistent, trusting relationships with learners.
- Respect the learner's voice and involve them in decisions regarding their support.
- Be alert to changes in behaviour, whether this presents as aggression, withdrawal, or other shifts.
- Work collaboratively with external agencies to ensure effective support for children in care.

## Susceptible Groups

Some children and young people may be at increased risk of abuse or harm due to personal circumstances, vulnerabilities, or behaviours. This may include, but is not limited to:

- Privately fostered children.
- Children with disabilities, communication difficulties, or diagnosed Special Educational Needs and Disabilities (SEND).
- Children who engage in risky behaviours, such as drug or alcohol misuse.

## Children in Care (CIC) and Children Previously in Care (PLAC)

Supporting children who are currently in care, as well as those who have previously been in care, is a key safeguarding priority for Prime Tutors Nottingham Ltd. We recognise that these learners often have additional vulnerabilities, and their needs are best met through strong multi-agency collaboration, consistent support, and a coordinated approach across all services involved.

To ensure this, **Jennet Banfield** is the **Designated Lead for Children in Care**, responsible for overseeing all provision, support, and monitoring for CIC and PLAC learners within Prime Tutors Nottingham Ltd.

### **Responsibilities of the Designated Lead for CIC**

The Designated Lead will:

- Attend Personal Education Plan (PEP) reviews and other relevant multi-agency meetings.
- Ensure each child receives appropriate provision, support, and intervention, reviewing this regularly.
- Work closely with the Virtual School to promote educational progress, wellbeing, and stability.
- Liaise with caseworkers, social workers, and other professionals involved in the child's care.
- Share information with staff on a **strictly need-to-know basis**, ensuring confidentiality and safeguarding principles are upheld.

### **Staff Responsibilities**

All staff are expected to play an active role in supporting children in care and previously in care by:

- Understanding their additional vulnerabilities.
- Following guidance from the Designated Lead.
- Remaining alert to any safeguarding concerns and reporting them promptly.

### **Children in Need (CiN) and Child in Need Plans**

Prime Tutors Nottingham Ltd works alongside Local Authorities to safeguard and promote the welfare of children identified as *Children in Need*.

- The Designated Safeguarding Lead (DSL) participates in CiN meetings, follows agreed procedures, and ensures that all support provided is consistent with child-centred practice.

### **Child Protection Plans**

Child Protection Plans set out the actions required to safeguard a child from harm and promote their overall welfare.

- The Prime Tutors Nottingham Ltd DSL assigned to each learner attends child protection conferences, prepares and submits all required documentation, and supports the learner in line with confidentiality protocols.
- Staff collaborate closely with local agencies to ensure early intervention and effective support whenever concerns arise.



## Consent

All professionals must follow consent requirements set out in the **General Data Protection Regulation (GDPR) 2017**, the **Children Act 1989**, and the **Crime and Disorder Act 1998**.

### When Consent Is Required

- To make a referral for early help or support, **parents/carers must give explicit and informed consent** for information to be shared with other agencies.
- Consent must be **recorded clearly** by the referring professional, including:
  - why information is being shared
  - which agencies it will be shared with
- Services **cannot accept a referral without consent**, unless safeguarding concerns override this requirement.

### When Information Can Be Shared Without Consent

Information may be shared without consent when there are concerns that a child is suffering, or is likely to suffer, **significant harm**. Seeking consent must not delay action or place the child at further risk.

Examples include:

- Suspicion that a child may be forced into marriage or taken abroad against their will
- Suspicion that a child is at risk of **Female Genital Mutilation (FGM)**
- Disclosure of sexual or physical abuse placing the child at immediate risk
- Suspicion that illness is being fabricated or induced

### Referrals to Nottinghamshire MASH

Permission to share information with **Nottinghamshire MASH** should normally be sought from an adult with parental responsibility **unless** doing so would:

- place the child at immediate risk of significant harm
- lead to the destruction of evidence
- influence or pressure the child regarding their disclosure

In such cases, information **must be shared without consent** to safeguard the child.

### Information Sharing

The **Data Protection Act 2018** and **GDPR** do not prevent the sharing of information where it is necessary to keep children safe. Concerns about breaching data protection must never be allowed to obstruct safeguarding responsibilities. As stated in *Keeping Children Safe in Education (2025)*, page 19, paragraph 55, fears about sharing information must not stand in the way of safeguarding and promoting the welfare of children.

Further guidance on effective and lawful information sharing can be found in:

- *Working Together to Safeguard Children (2023)*
- *Data Protection: Toolkit for Schools*
- *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*

## Female Genital Mutilation (FGM)

*Keeping Children Safe in Education 2025, Pages 161–163*

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM is illegal in the UK and is recognised as a severe form of child abuse. Although it can occur from birth to age 15, many cases are believed to take place between the ages of **5 and 8**.

### Legal Framework

- FGM has been a criminal offence in the UK since **1985**.
- Since **2003**, it is also an offence to take a girl abroad for FGM.
- Offences carry penalties of up to **14 years' imprisonment**.
- Since **January 2016**, professionals have a **mandatory duty** to report known cases of FGM involving girls under 18 directly to the police.

All cases of known or suspected FGM must also be reported to **Children's Social Care**.

### Risk Factors

Girls may be at increased risk of FGM if any of the following apply:

- Low level of integration into UK society
- A mother, sister, or close female relative who has undergone FGM
- Withdrawal from PSHE lessons
- Visits from female elders from the family's country of origin
- Being taken on a long holiday to an "at-risk" country
- Talk of a "special procedure" or celebration marking womanhood

### High-Risk Periods

The **summer holidays** are a particularly high-risk time, as recovery from FGM typically takes 6–9 weeks. Unexplained absences or extended trips abroad should be treated as warning signs.

### Indicators That FGM May Have Already Taken Place

A child may show signs such as:

- Difficulty walking, sitting, or standing
- Spending unusually long periods in the bathroom
- Bladder, menstrual, or stomach problems
- Prolonged or repeated absences with behavioural changes on return
- Reluctance to undergo routine medical examinations
- Confiding in a professional without being explicit
- Talking about pain or discomfort between the legs

### Long-Term Impacts

FGM can cause:

- Chronic urinary and menstrual problems

- Fertility issues
- Complications during pregnancy and childbirth
- Severe emotional and psychological trauma, including anxiety, depression, and PTSD

## Mandatory Reporting Duty

Teachers must:

- **Personally report** to the police where they discover that FGM appears to have been carried out on a girl under 18
- Inform the DSL and Children's Social Care
- Report **suspected or at-risk cases** to Children's Social Care (even though the mandatory duty applies only to known cases)

Further guidance:

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

## Sexual Violence and Sexual Harassment

*Keeping Children Safe in Education 2025, Pages 112–143, Paragraphs 450–562*

Prime Tutors Nottingham Ltd responds to **all** reports or concerns of child-on-child sexual violence and sexual harassment, including incidents that occur:

- Off-site
- Online
- Outside of school hours

Sexual violence and harassment can occur between **any children**, regardless of age or sex, and may involve individuals or groups. These behaviours exist on a continuum and may overlap. They are **never acceptable**.

## Key Principles

- All reports must be taken seriously.
- Victims must be reassured, supported, and kept safe.
- Victims must never be made to feel they are “creating a problem” or that they should feel ashamed.
- Staff should recognise that girls are statistically more likely to be victims and boys more likely to be perpetrators, but **all children** can be affected.

Failure to recognise or address sexual harassment or abuse can create a culture where harmful behaviour becomes normalised, discouraging children from reporting concerns.

## Responding to Reports

Reports of sexual violence or harassment are often complex and require swift, professional decision-making. Decisions must be made **case by case**, led by the DSL (or Deputy), using professional judgement and working with:

- Children's Social Care

- The police
- Other relevant agencies

Schools and providers must contribute to multi-agency safeguarding arrangements in line with *Working Together to Safeguard Children*.

## Support and Resources

Professionals can access guidance and support from:

- **NSPCC** – Harmful Sexual Behaviour (HSB) advice
- **Lucy Faithfull Foundation** – HSB toolkit and resources
- **Contextual Safeguarding Network** – school self-assessment toolkit
- **Stop It Now** – guidance for parents, carers, and professionals, plus a confidential helpline

It is also essential that **perpetrators receive appropriate support**, as addressing harmful behaviour early can prevent escalation into abusive or violent behaviour in the future.

## Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of abuse in which children under the age of 18 are manipulated or coerced into engaging in sexual activity in exchange for goods, money, status, or perceived affection.

### Key Characteristics:

- A clear power imbalance between the victim and the perpetrator.
- Use of coercion, grooming, and manipulation.
- Victims may not recognise they are being exploited due to grooming tactics.
- Abuse may occur in person, online, or between peers.

### Responsibility:

Staff are trained to identify and respond to indicators of CSE and understand that children with SEND may be particularly vulnerable.

## Child Criminal Exploitation (CCE) and County Lines

### Overview

Child Criminal Exploitation, including County Lines activity, occurs when individuals or groups exploit a power imbalance to coerce, control, manipulate, or deceive children under 18 into engaging in criminal activity. This may happen:

- In exchange for something the child needs or wants.
- For the financial or personal gain of the perpetrator.
- Through threats, intimidation, or actual violence.

## Child Criminal Exploitation (CCE) and County Lines

CCE occurs when children are coerced, manipulated, or deceived into engaging in criminal behaviour. County Lines is a specific form of CCE in which organised networks exploit children to transport and distribute drugs, often across local authority boundaries.

**Key Indicators:**

- Unexplained absences or a decline in academic performance.
- Changes in friendships, particularly associations with older individuals or groups.
- Unexplained possessions, gifts, or injuries.
- Signs of intimidation, coercion, or threats.

Exploitation can occur even when a child appears to consent, and it does not always involve physical contact. Technology, including social media and messaging apps, is commonly used to facilitate CCE.

**Action Required:**

Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL), who will liaise with external agencies as appropriate.

**Staff Responsibilities**

All staff are expected to:

- Remain vigilant for indicators of CCE and report concerns to the DSL without delay.
- Recognise potential signs such as:
  - Increased absences or truancy.
  - Changes in relationships or close associations, especially with older individuals or peer groups involved in risky behaviours.
  - Sudden deterioration in academic performance or emotional wellbeing.
  - Indications of self-harm, unexplained injuries, or possession of items or money with no identifiable source.

**Understanding Risk Factors**

Children may be at heightened risk of County Lines or wider criminal exploitation if they have:

- A history of abuse, neglect, or trauma.
- An unstable or unsafe home environment, including exposure to domestic violence or parental substance misuse.
- Experiences of social isolation, poverty, or insecure housing.
- Mental health challenges, learning disabilities, or substance misuse issues.
- Lived experience in the care system, especially in residential care or with disrupted care placements.

- Existing associations with peers, siblings, or relatives who are gang-involved or engaged in criminal activity.

### **County Lines Threats**

County Lines refers to the use of mobile phone networks by organised gangs to distribute drugs, often through the exploitation of children and vulnerable adults. These children are frequently:

- Recruited either online or in person.
- Coerced into transporting drugs, weapons, or cash between different locations.
- Forced to act as street-level drug dealers, often handling Class A substances such as heroin and crack cocaine.

This form of exploitation is constantly evolving, with gangs adapting their methods to avoid detection. Recent trends show children being absent for short, specific periods during the school day rather than engaging in prolonged truancy, making identification and intervention increasingly challenging.

### **SafeCall Support Service**

SafeCall provides vital support to young people and families affected by County Lines, as well as to professionals managing cases of criminal exploitation.

#### **Service Availability:**

- **Helpline (24/7):** 116 000
- **SafeCall Office Hours:** Monday–Friday, 10:00–18:00 – 0208 392 5710
- **Email:** safecall@missingpeople.org.uk
- **Online Referral Form:** Accessible via the SafeCall Referral Form
- Further guidance is available through *SafeCall in Schools and Colleges*.

### **Key Takeaways**

Staff must remain alert to:

- The evolving methods used by gangs to exploit children.
- Subtle changes in attendance, behaviour, or wellbeing.
- The need for immediate reporting to the DSL and appropriate use of external support services such as SafeCall.

By maintaining vigilance and following safeguarding protocols, Prime Tutors Nottingham Ltd aims to protect children from the significant harm associated with County Lines and criminal exploitation.

### **Drugs and Substance Misuse**

- Any suspicion that a learner is in possession of, or under the influence of, drugs must be reported to the Learning Manager and the learner's parents/carers.
- Relevant external agencies will be notified where appropriate.
- Illegal substances will be confiscated, documented (with photographs or witness statements), and disposed of safely. The police may also be contacted.

### **Knife Crime**

Knife crime presents a serious risk to young people, potentially resulting in harm to both the individual carrying a weapon and those around them. Possession of a knife can also have long-term consequences for a young person's safety, future opportunities, and criminal record. Prompt and appropriate action is essential to reduce risk and prevent escalation.

#### **Steps to Address Knife Crime Incidents:**

1. **Immediate Risk Management:** If there is an immediate threat of harm, contact the police without delay.
2. **Incident Documentation:** Record all details comprehensively and factually.
3. **Risk Assessment:** Assess and document any continued risks, including possible retaliation or threats to other young people.
4. **Notify the DSL:** Report the incident to the Designated Safeguarding Lead immediately.
5. **Inform Youth Offending Team (YOT) Police:** The DSL or Case Manager must share incident details and the risk assessment with YOT Police.

### **'Honour-Based' Violence (HBV)**

HBV includes practices such as FGM, forced marriage, and other harmful behaviours. All HBV concerns must be treated as abuse and reported immediately to the DSL.

### **Mobile Phones and Sexting**

Staff must remain alert to inappropriate use of mobile devices, including incidents involving sexting.

#### **Responding to Sexting:**

Prime Tutors Nottingham Ltd follows the UKCCIS (2017) guidance:

## **“Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.”**

All concerns must be reported to the DSL.

### **Children Who Self-Harm**

Staff must remain alert to signs of self-harm in children and young people, recognising that:

- Self-harm in primary-aged children is extremely rare and should be treated as a significant indicator of distress.
- Any suspicion or evidence of self-harm must be discussed with children’s social care to assess potential underlying issues, including abuse or neglect.
- Confirmed cases of self-harm reflect a child’s emotional suffering and require appropriate support to ensure they feel safe, valued, and understood.

### **Particularly Vulnerable Groups**

Some children and young people may be especially vulnerable to abuse, harm, or exploitation. This includes, for example, **privately fostered children**, **children with disabilities**, and **children with communication needs**. Certain behaviours—such as drug or alcohol misuse—can also increase a young person’s vulnerability.

The Designated Safeguarding Lead (DSL) must remain vigilant to concerns raised by staff, learners, or external professionals and ensure these are reported promptly in line with **national guidance** and **Nottinghamshire Safeguarding Children Partnership (NSCP)** procedures. The DSL must also ensure that all staff are alert to signs that may indicate abuse, neglect, or harm.

Prime Tutors Nottingham Ltd recognises that some learners with **protected characteristics** may require reasonable adjustments or positive action to address disadvantages that may affect them (*Keeping Children Safe in Education 2025, page 27 paragraph 84*).

### **Preventing Radicalisation**

(*Keeping Children Safe in Education 2025, pages 157–159*)

Preventing radicalisation and violent extremism forms an important part of our safeguarding responsibilities. The **Counter-Terrorism and Security Act 2015** places a statutory duty on education providers to act when they become concerned that a child is being radicalised or is at risk of radicalisation.

### **Expectations and Compliance**

Prime Tutors Nottingham Ltd ensures that:

- Staff are trained to recognise signs of radicalisation and extremist influence.
- The organisation assesses the level of risk and implements appropriate preventative measures.
- Staff understand the process for making referrals to **Channel**, the multi-agency panel



- that supports individuals susceptible to extremist ideology.
- Consent is obtained before making a Channel referral, as required.

Compliance with the Prevent Duty is monitored through inspection frameworks such as Ofsted.

## **Guidance and Support**

Statutory guidance is available at:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

If concerns arise that an individual may be being drawn into extremist ideology, staff should contact:

- **Nottinghamshire Prevent Team:** [prevent@nottinghamshire.pnn.police.uk](mailto:prevent@nottinghamshire.pnn.police.uk)

Although part of the police, the Prevent Team's role is to support **early intervention**, helping to safeguard vulnerable individuals before any criminal risk develops.

## **Children Missing from Education**

Persistent or prolonged absences can be early indicators of safeguarding concerns, including neglect, exploitation, or abuse. Prime Tutors Nottingham Ltd is committed to:

- Supporting early identification of emerging risks.
- Preventing learners from becoming children missing from education.
- Working with local authorities where children are known to social care or are subject to Child Protection Plans.

## **Medical Needs**

If a learner requires medication during a tutoring session:

- **Written Consent:**  
Parental consent must be obtained during induction. Prime Tutors Nottingham Ltd staff do not administer medication; consent allows learners to self-medicate when necessary.  
If the learner is still enrolled in a school, additional permission from the Head Teacher is required.
- **Emergency Situations:**  
In a medical emergency, staff must call an ambulance immediately and notify parents/carers and the Learning Manager without delay.

## Children with Continence Issues

Achieving continence is a normal developmental milestone that children reach at different ages. Bedwetting (nocturnal enuresis) and daytime continence challenges are common, rarely intentional, and can have a significant emotional impact on both children and their families.

### Key Principles:

- Support should normalise the experience and avoid blame.
- Children must never be punished for continence difficulties, as such behaviours are involuntary.
- Reward systems for “dry nights” are discouraged, as they may increase pressure and anxiety.

### Safeguarding Considerations:

Under NICE guidelines, repeated punishment for wetting or persistent claims that a child is deliberately soiling or wetting—despite professional guidance—may indicate potential maltreatment. Such concerns must be escalated appropriately.

## Elective Home Education (EHE)

While many home-educated learners thrive, some may be less visible to safeguarding services. Prime Tutors Nottingham Ltd emphasises the importance of maintaining visibility and ensuring the wellbeing of home-educated children, working closely with local authorities to support appropriate monitoring mechanisms.

## Private Fostering

A **private fostering arrangement** occurs when a child:

- is **under 16** (or under 18 if disabled),
- is cared for by someone who is **not a parent or close relative**,
- for **28 days or more**,
- in a private arrangement **without local authority involvement**.

A *close relative* includes grandparents, siblings, uncles, aunts, and step-parents. It does **not** include great-aunts/uncles, great-grandparents, or cousins.

## Legal Requirements

- Parents and private foster carers **must notify the local authority at least six weeks before** the arrangement begins.
- Failure to do so is a **criminal offence**.

Prime Tutors Nottingham Ltd staff must report any **suspected or known** private fostering arrangements to the **Designated Safeguarding Lead (DSL)** immediately.

The DSL will:

- Ensure families understand their legal duty to inform the local authority.
- Support any safeguarding assessments required by the local authority.

### Safeguarding Awareness

Privately fostered children may be particularly vulnerable. Staff must remain alert to risks including:

- exploitation
- trafficking
- neglect
- modern-day slavery
- abuse linked to overseas arrangements

### School Responsibilities

- Schools have a **mandatory duty** to notify the local authority if they become aware of, or suspect, a private fostering arrangement.
- Although the school must inform the local authority, there is **no legal duty** for carers or social workers to inform the school directly.
- It must always be clear who holds **parental responsibility** for the child.
- Staff must inform the DSL immediately if they become aware of a private fostering situation.
- On admission, the school will take reasonable steps to verify the relationship between the child and the adults registering them.

### Lone Working

- Staff must **never** work alone with a child or enter a learner's home without a parent/carer present.
- A parent or carer must always remain present throughout any session.
- Refer to the Lone Working Policy for further guidance.

### Safety Measure:

Staff are encouraged to use the **Prime Tutors Nottingham Ltd App, ZenApp** to check in at the start and end of each session.

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### Social Networking / ICT Acceptable Use and Monitoring

- Staff must not engage with learners through any social networking platforms. This rule is reinforced through ongoing communications and safeguarding updates.
- All learner devices must be appropriately filtered and monitored under DSL oversight.
- Staff must use only approved and filtered devices for educational purposes; personal devices are not permitted.

During induction, learners and parents sign an **E-Safety Acceptable Use Statement**, outlining expectations for safe online behaviour.

## **Safeguarding as Part of the Curriculum**

Safeguarding is embedded throughout the curriculum at Prime Tutors Nottingham Ltd. Through PSHE, ICT, and wider learning opportunities, pupils are supported to talk about their feelings, understand their rights and responsibilities, recognise and respond to risks, deal assertively with pressures, and know where to seek help both within and beyond the organisation. Pupils are also taught how to raise concerns or make a complaint safely.

## **Curriculum Areas Addressing Safeguarding**

Safeguarding themes are integrated across PSHE, ICT, and other curriculum areas. These include:

- Bullying, including cyber-bullying, child-on-child abuse, and upskirting
- Online safety
- Road, fire, and water safety
- Interpersonal relationships and domestic abuse
- Child sexual exploitation (CSE), both online and offline
- Honour-based abuse and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism (including resources such as *Educate Against Hate*)

## **Relationships, Health and Sex Education**

Safeguarding content may also be delivered through:

- Relationships Education
- Relationships and Sex Education (RSE)
- Health Education
- Tutorials (in post-16 settings)
- Personal, Social, Health and Economic (PSHE) education

In line with government regulations, **Relationships Education** (for all primary pupils), **Relationships and Sex Education** (for all secondary pupils), and **Health Education** (for all pupils in state-funded schools) became mandatory from September 2020. These subjects play a vital role in equipping pupils with the knowledge and skills needed to stay safe, make informed decisions, and seek support when needed.

## **Working with Parents and Carers**

- Parents and carers play a vital role in protecting their children from harm, and Prime Tutors Nottingham Ltd is committed to working in partnership with them whenever possible.
- In most cases, concerns about a pupil will be discussed with the family, and—where appropriate—their consent will be sought before making a referral to **Nottinghamshire MASH**.
- The pupil's views will always be taken into account when deciding whether to inform their family, particularly where the pupil is mature enough to make informed decisions.

Where appropriate, a child may also be asked for their consent.

Prime Tutors Nottingham Ltd aims to help parents and carers understand that we, like all educational providers, have a statutory duty to safeguard and promote the welfare of all pupils. This may require us to share information and work collaboratively with external agencies when there are concerns about a child's safety or wellbeing.

### **Prevention in the Curriculum**

*Keeping Children Safe in Education (2025), page 36 paragraph 130*, states that **“preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain.”** Prime Tutors Nottingham Ltd is committed to embedding safeguarding throughout the curriculum so that learners develop the knowledge, skills, and confidence to keep themselves and others safe.

### **Curriculum Expectations**

It is expected that:

- The organisation recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others.
- Learners are taught how to protect themselves, seek help, and respond safely to risks.
- The PSHE curriculum at each key stage provides structured opportunities for personal development, enabling pupils to learn about safety, relationships, and where to go for support if they feel unsafe.

### **Developing a Healthy and Safer Lifestyle**

As part of preventative education, pupils are taught to:

- Safely explore their own attitudes and the attitudes of others.
- Recognise and manage risks in a range of situations and understand how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others—including peers, adults, or people they know—threatens their personal safety, wellbeing, or ability to make independent decisions.

These themes are reinforced across PSHE, ICT, and wider curriculum opportunities, ensuring that safeguarding is woven into everyday learning and supports pupils to navigate modern life with confidence and resilience.

If you'd like, I can help you build the next section or merge this into your full safeguarding policy draft.

### **COVID-19 Protocols**

Prime Tutors Nottingham Ltd is committed to maintaining a safe learning environment and follows current government guidance on reducing the risks associated with COVID-19. All staff must remain up to date with the latest advice and adhere to the following expectations:

### **Hygiene Practices**

- Regular handwashing with soap and water.
- Use of hand sanitiser when handwashing facilities are not immediately available.
- Frequent cleaning and sanitising of shared surfaces and equipment.

### **Use of Personal Protective Equipment (PPE)**

- Staff must follow government and local health authority requirements for PPE, including masks or visors, where appropriate.

### **Risk Assessments**

- A robust risk assessment must be completed prior to any in-person tutoring session.
- Measures should be reviewed regularly to ensure they remain effective and appropriate.

### **Symptom Awareness**

Staff must be aware of common COVID-19 symptoms, including:

- A high temperature
- A new, continuous cough
- Loss or change in sense of taste or smell

Anyone displaying symptoms must follow current public health guidance available at **GOV.UK/coronavirus**.

### **Travel and Quarantine**

- Staff must comply with all government-issued guidance related to international travel, including quarantine or testing requirements where applicable.

## Guidance, Resources and Key Contacts

To support effective safeguarding and child protection practice, Prime Tutors Nottingham Ltd signposts staff to the following statutory, national, and local guidance, alongside key contact information for safeguarding partners.

### National and Statutory Guidance

- **Keeping Children Safe in Education (KCSIE) 2024**  
All staff are required to read Part 1 as part of annual safeguarding refresher training.
- **Behaviour and Discipline**  
*Behaviour in Schools Guidance* ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- **Attendance**  
*Working Together to Improve School Attendance* ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- **Exclusions**  
*School Suspensions and Permanent Exclusions* – GOV.UK
- **DBS Guidance**  
*Disqualification under the Childcare Act 2006* (Updated August 2018)
- *DBS Checks: Detailed Guidance* – GOV.UK

### Local Safeguarding Guidance

- **Threshold of Need**  
Multi-Agency Safeguarding Children Hub (MASH) – Nottingham City Council
- **Nottinghamshire Safeguarding Children Partnership (NSCP)**  
Email: [info.nscp@nottscc.gov.uk](mailto:info.nscp@nottscc.gov.uk)  
Tel: **0115 977 3935**

### NSPCC Childline Project (DfE-Funded)

A free programme for primary schools (Years 5 & 6), offering assemblies and workshops delivered by trained NSPCC staff to help children understand:

- What is and isn't acceptable behaviour
- How to recognise worries
- Where to seek help

#### Contact:

Emma Grishin, NSPCC Area Childline Coordinator  
Email: [EGrishin@NSPCC.org.uk](mailto:EGrishin@NSPCC.org.uk)  
Tel: **0115 925 8602**

### Local Authority Designated Officer (LADO)

#### Nottingham City Council

Email: [LADO@nottinghamcity.gov.uk](mailto:LADO@nottinghamcity.gov.uk)

#### Nottinghamshire County Council

LADO contact details available via the Nottinghamshire County Council website.

### Multi-Agency Safeguarding Hub (MASH)

#### Nottingham City MASH

Handles referrals where there are concerns about a child's safety or welfare.

**Operating hours:** Monday–Friday, 8:30am–4:50pm

**Contact (public & professionals): 0115 876 4800**

*Referrals accepted only for children living within Nottingham City boundaries.*

## **Nottinghamshire County MASH**

**General enquiries: 0300 500 80 90**

**Professional consultation line (children): 0115 977 4247**

**Fax: 01623 483295**

### **Opening hours:**

- Mon, Tue, Thu: 8:30am–5:00pm
- Wed: 10:30am–5:00pm
- Fri: 8:30am–4:30pm

**Emergency Duty Team (out of hours): 0300 456 4546**

### **Emergency Contacts**

- **Police:** 101 (non-emergency) / 999 (emergency)
- **Childline:** 0800 1111
- **Mental Health Crisis Line:** 0808 196 3779