

Safeguarding Policy



September 2024

Review Date:
September 2025



Safeguarding Policy

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Safeguarding Policy

Introduction

Safeguarding is everybody's responsibility. The health, safety and welfare of all children is of paramount importance to all adults who work in our academy. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe. All adults in our school community fully recognise our responsibilities to safeguard pupils. We work in close **partnership** with our families to ensure their understanding of our academy's responsibilities to safeguard and promote the welfare of children, which may include the need to make referrals to other agencies in order to provide timely and effective support for children and their families. **Together we make a difference!**

Our Intent. Together we aim to ensure that we:

- **Are committed** to promoting and prioritising the safety and welfare of all members of the Park Hall family.
- **Establish a safe, secure and nurturing environment** where all children feel valued, respected and recognise that they have a voice which is also valued and heard.
- Take appropriate action in a timely manner to safeguard and promote children's welfare.
- Ensure that all staff are fully aware of their statutory responsibilities and are provided with high quality continued professional development to enable them to recognise and report safeguarding concerns in a consistent and professional manner.
- **Build resilience** – by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Protect children from maltreatment**, whether that is within or outside the home, including online (Contextual Safeguarding) and prevent the impairment of their health and development.
- **Ensure that all children grow and develop** in circumstances consistent with the provision of safe and effective care, enabling all children and their families to achieve the very best outcomes.
- **Support learners development** in ways that foster security, confidence, resilience and independence.
- Create a learning environment for safeguarding and promoting the welfare of children.
- **Ensure that all members of the school community respond to cases of suspected abuse, neglect or exploitation consistently, sensitively, professionally and in ways which best support the needs of the child.**
- **Prevent unsuitable people** – from working with children by ensuring we practice safer recruitment in checking the suitability of all school staff, supply staff and volunteers to work with our children and maintain an active vigilance thereafter in line with the safeguarding culture. Ensure efficient arrangements for checks on new staff and volunteers (including social media checks).

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024 by knowing and understanding:

- Safeguarding and promoting the welfare of children is **everyone's responsibility**, and the voice of the child is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is child-centred considering, at all times, what is in the best interests of the child.
- By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.
- No single practitioner can have the full picture of a child's needs and circumstances
- If children and families are to receive the right help at the right time, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, sexting, child on child abuse, County Lines, contextualised issues and Child Criminal Exploitation.
- Ensuring that as a school we have awareness of our staff's knowledge and understanding as well as embedding safeguarding, through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school practice.

At Park Hall Academy, we strive to:-

- **Providing** help and support to meet the needs of children as soon as problems emerge.
- **Protect** children and young people from maltreatment, whether that is within or outside the home, including online.
- **Prevent** impairment of our children and young people's mental and physical health or development.
- **Ensure** that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the **best outcomes**.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party. It is available on our school website and upon request from the school office.

We follow the Stoke-on-Trents Safeguarding Children's partnership policies and procedures - link here- <https://safeguardingchildren.stoke.gov.uk/>

Safeguarding Policy

Our Vision for the Park Hall Family

Our children's welfare is of paramount importance to all members of the Park Hall family. Together we ensure that we always act in the best interests of the child. We are an inclusive and caring community, together we create a nurturing environment where each child is valued and recognises that they are special and important. In turn, we value others and recognise our responsibilities towards one another.

We are a child centred school and make all possible efforts to capture the voice of the child. Our children recognise that they have a voice and that their voice is heard. Children are encouraged to talk openly and feel confident that they will be listened to. We aim to ensure that children achieve the very best outcomes and know that they are cared for and supported in their learning journey. We work in close partnership with our families and other agencies to ensure that together we make a difference.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of, "it could happen here" where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment.

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (Keeping Children Safe in Education 2024)

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education 2024).

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over time and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

We maintain a professional awareness of "it could happen here" and all members of the Park Hall family will always act in the best interests of the child.

Children at Park Hall Academy are aware that they have a voice, they are listened to and valued. They know that they are supported along their learning journey and understand that all members of our Park Hall family wants the very best for everyone in our school family.

Working Together to Improve School Attendance

We proactively promote high expectations around attendance. Our learners are keen to be attendance HERO's (Here, Everyday, Ready, On Time) and understand that to be successful expert learners every moment matters. Learners recognise that if they miss one step in learning, the next step in the learning journey can be more of a challenge. Missed learning impacts upon children's ability to form positive relationships with others which can negatively impact upon their personal development and wellbeing. In recognition of this we rigorously track attendance in order to identify concerns at the earliest opportunity in order to work in partnership with families to remove any potential barriers to attendance. This is achieved by establishing strong and trusting relationships.

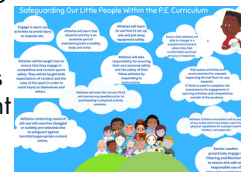
All staff are aware that children being absent from school, particularly repeated and / or for prolonged periods can act as a vital warning sign for a range of safeguarding possibilities.

Safeguarding Policy

An ambitious curriculum with safeguarding at its HEART

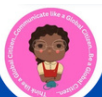
Park Hall Academy our **values lie at the HEART** of everything we do. These were developed by all members of our Park Hall family and all children are fully aware of these and their importance within our academy. Our values of Honesty, Enjoyment, Achievement, Respect and Teamwork are essential to the success of our happy and friendly school. We believe that our values impact enormously on the Spiritual, Moral, Social and Cultural development of our children.

Leaders have carefully considered the many ways in which learners are safeguarded across all areas of the curriculum to ensure that learners recognise how to keep themselves and others safe. For example, in PE learners are educated about the importance of engaging in warm-up exercises, using apparatus safely and the importance of wearing the correct athletes kit.



EVERYONE WELCOME,
LOVED AND UNIQUE

Our inspiring and aspirational PSHE & C and Relationships curriculum is meticulously planned to identify the knowledge and skills that are global citizens will acquire. Learners will explore, discover and develop curiosity, learning how to make a positive difference to the challenging world in which we live. Our ICARE characters and ethos underpin all aspects of our curriculum design. We seek to enable our children to build a strong sense of identity, celebrate their character strengths, appreciate and be thankful, build positive and successful relationships with all members of the park hall family and show empathy to others. We all recognise that kindness is the heartbeat of our school, and to be kind is the most important thing to aspire to be.



CURRICULUM

All members at the Park Hall family aim to ensure that everyone is welcomed, loved and recognises that they are unique, important and valued for who they are. Together we actively promote inclusion to prepare our children to play their part as active global citizens, who share a belief that difference is a positive, and that individual characteristics make us all unique. Through engagement in high-quality text, our little people seek to ensure that they positively impact on the lives of others, creating a sense of belonging and embracing difference.



BIG QUESTIONS FOR
CURIOUS MINDS

Our little learners have the biggest, curious and enquiring minds. We provide opportunities for our children to discuss challenging questions in a respectful, inclusive and caring environment in which they feel safe and able to share their voice and views. Our big question, discussions and debates enable learners to develop higher order thinking skills and sensitively challenged the views of others.



POSITIVE MINDSETS

To support our children's positive well-being, we teach our children to understand that in order for us to be at our best, all three parts of our brain must work together. We call this team PHA (P - Pre-frontal cortex, H - hippocampus, A - amygdala). Together we aim for all of our learners to be confident, resilient, respectful and compassionate global citizens who make a positive contribution to the world in which they live. We have a shared belief in the power of yet and celebrate our marvellous mistakes. Happy breathing brings oxygen to our brains and help team PHA work together. We understand that marvellous mistakes grow our brains.

Across our academy, our pupil voice is strong. We are to have our very own pupil children's Safeguarding & Wellbeing Board made up of safeguarding ambassadors who support leaders in ensuring that our children's voice is heard and that children's views are taken into account. As a result our children are empowered to proactively share ideas and educate their peers on how to stay safe within and outside of school. This includes delivering assemblies to teach children how to stay safe in and around water and raise awareness of potential risks in our locality (Park Hall lake).

We endeavour to ensure that all children recognise that they are able to talk to any adult in school about any worries or concerns they may have, no matter how small these may be. Furthermore, we regularly seek the views of all members of our Park Hall family in regard to our safeguarding arrangements.



Online Safety and Digital Literacy

Online Safety is at the heart of our curriculum. We place a strong emphasis on protecting our children within the online digital world. We aim to develop our digital citizens and computer scientists with the technical knowledge and skills to be successful in our rapidly changing world. We seek to create digital citizens who are responsible, competent, confident and creative users of information and communication technology. Our digital citizens access a meticulously planned online safety curriculum which equips them with the skills to stay safe online, be responsible and respectful users, recognise potential dangers and know how to safeguard themselves in an online environment. This includes age appropriate education on online risks such as grooming, cyberbullying and exposure to inappropriate content. Robust filtering and monitoring systems ensure appropriate filtering and monitoring of online activities to protect all members of the Park Hall family. We use 'Lightspeed Systems' purpose built for education to protect learners from inappropriate online content. Leaders robustly monitor these systems, enabling them to identify any concerns at the earliest opportunity and ensure that learners online behaviours are responsible and respectful. Our learners are taught to use safe searches using of 'Swiggle' (SWGfI) a child friendly, ad free search engine which is filtered using Google Safe Search and prioritises educational resources. This filters search terms to ensure that 'Swiggle' is not being used to search for inappropriate content.

We recognise that artificial intelligence (AI) whilst having a positive impact upon learning and teaching we are aware of the potential risks and impact on children's exposure to harmful content and potential child exploitation.

As a result of rapidly emerging developments in technology, we regularly review our online safety curriculum to ensure that children are educated about emerging online risks. We seek to educate all members of the Park Hall family and raise awareness of the risks associated with social media platforms and online gaming, where children may be exposed to grooming, radicalisation or sexual exploitation. As a result, children are equipped with strategies to manage these risks.

All staff are trained to understand the latest online safety risks especially relating to online grooming and online exploitation. Parents/ carers are partners in protecting their children and as such we recognise the importance of providing parents with regular updates on the latest online risks and guidance in order to keep their children safe. We educate parents/ carers of the need to use parental control settings, set screen time limits and monitor their child's online behaviour.

(See specific safeguarding issues -page 11)

Mental Health and Wellbeing

We actively promote positive wellbeing for all members of the Park Hall family. We do so through our PSHE & C, Relationships curriculum through regular promotion of our ICARE characters, Big Questions for Curious Minds and our caring and nurturing environment where the power of positive relationships are understood by all. We aim to ensure that we help children to stay safe, recognise when they do not feel safe and identify where they can access help and support. Park Hall Academy take a proactive approach in supporting positive wellbeing and seek to provide support to meet the needs of all children at the earliest opportunity. All staff have an incredibly important role to play in supporting the well-being and mental health of our pupils and are aware that mental health problems can, in some cases, be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We are extremely proactive in promoting positive mental health and well-being. We have clear systems and processes in place for identifying possible mental health problems, including roots to escalate and clear referral and accountability systems. Our staff are trained to identify potential mental health issues and recognise these are potential safeguarding concerns. Our dedicated Mental Health and Wellbeing Practitioner (NHS) supports our school family.

We ensure that our children know how to contact other sources of support, such as the NSPCC and Childline. Children engage in assemblies, led by the NSPCC and parents are made aware of these arrangements.

(See specific safeguarding issues - page 11)

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Key Principles

The child's needs and welfare are paramount. Park Hall Academy is a child centred school. All children have a right to be protected from abuse and neglect and have their welfare safeguarded. Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.

The school recognises that scrutiny, challenge, and supervision are key to safeguarding children.

- We have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training, as required in KCSIE 2024 and receive regular updates through staff meetings, briefings, safeguarding briefings, emails etc. to develop and support robust safeguarding practices amongst all staff.
- The school has clear induction processes for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1 of KCSIE 2024, our Safeguarding Policy, Professional Code of Conduct, Promoting Positive Behaviours policy; Prevent and information relating to children who go missing from education, child on child abuse and child on child sexual violence and sexual harassment.
- All staff are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Lead/ Deputies, will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- All staff are aware of the local early help process and understand their role in it. 'Early Help means providing help and support to meet the needs of children as soon as problems emerges, at any point in a child's life, from the foundation years through to the teenage years. (Working Together 2023). This includes liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2024)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care 'Child and Advice' service (ChAD) on 01782 235100
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child to safeguard them.
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Stoke on Trent Children's Safeguarding Partnership's procedures and provide information as required <https://safeguardingchildren.stoke.gov.uk/>
- Staff, children, and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying)
- Relevant issues will be addressed through all areas of the curriculum.

Legislation and Guidance

Schools and colleges must have regard for the DfE statutory guidance [‘Keeping Children Safe in Education \(DfE 2024\)’](#)

This guidance is read alongside

- statutory guidance [Working together to safeguard children 2023 - statutory guidance.pdf](#)
- departmental advice [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)

All staff must read and understand at least [part 1 of Keeping Children Safe in Education 2024](#).

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out. (See Appendix 1)

A child in need is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions.

- This policy and the accompanying procedures have been developed in accordance with the following legislation, statutory guidance and local safeguarding procedures:
- Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- Section 157 of the same Act places the same duty on non-maintained and independent schools, including free schools and academies.
- Section 17 of the Children Act 1989 applies to children who have highly complex needs (for example a child with a disability;) or a child who may be experiencing compromised parenting and require Children’s Social Care involvement to ensure their needs are met through a Child in Need Plan.
- Section 47 of the Children Act 1989 applies to children who are suffering or likely to suffer significant harm and require Children’s Social Care involvement in order to ensure that they are protected from harm. A Child Protection plan is required which will be coordinated by a social worker.
- Section 10 of the Children Act 2004 requires all maintained schools, further education colleges and independent schools, including free schools and academies, to cooperate with the local authority to improve the well-being of children in the local authority area.
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (Dec 23)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (2024)
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- What to do if You’re Worried a Child is Being Abused (March 2015)
- Stoke-on-Trent and Staffordshire Safeguarding Children Board Procedures

Safeguarding Policy

Roles and Responsibilities

We are very clear: Safeguarding is EVERYBODY's responsibility and this lies at the heart of all we do.

Every staff member plays their part in creating a nurturing and secure environment where each child is valued and recognises that they are special and important. Continual professional development for all, is an integral part of our commitment to safeguarding all members of the Park Hall family. Our staff are supported and trained to recognise potential signs of abuse, to seek and listen to the voice of the child and act in the best interests of the child.

We have a separate Whistle Blowing policy. If adults in school every have any concerns about any other adult working in our academy, they have a professional duty to inform the Principal without delay. (In their absence the Vice Principal). We cannot expect children to raise concerns in an environment where members of staff fail to do so. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800028 0285 (Line available from 8am-8pm Monday-Friday).

Action to be taken if you have a concern about a child.

- Document your concern on CPOMS using the Concern, Investigation and Action process. Alert the DSL and Deputy DSL's.

Where a member of staff is concerned that a child may be at risk of significant harm (Section 47) and/or a child has made a disclosure, the following action must take place:

- Document concerns on our Blue Form. These are always available in our staffroom on the Safeguarding Board. Where a child has made a disclosure, wherever possible, this must be in the child's words (use " " to identify the child's words).
- Pass the Blue Form immediately to the DSL or Deputy DSL. Should they not be available for any reason, you may speak to an Assistant Principal. If for any reason they are not available, you should make a referral to Children's Services by calling 01782 235100 where you should discuss your concerns. Ensure that you have all relevant details to hand, including the child's full name and date of birth and provide as much information as you can regarding your concerns. Do not delay this process by waiting for the DSL or other staff members to become available. Safeguarding is EVERYONE's responsibilities.

Designated and Deputy Safeguarding Leads

Our Designated Safeguarding Lead is **Georgina Frost**

Our Deputy Designated Safeguarding Leads are Jessica Preston and Kirsty Hoddy.

DSL's will ensure that all concerns, discussions and decisions made and the rationale for these decisions are documented. Records will specify where referrals were or were not made to other agencies, in both instances the rationale for decision making to escalate or not will be recorded. The team of DSL's provide professional challenge, engaging in supervision where the rationale for decisions are challenged.

The Role of the Designated Lead:

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2024. The Designated Safeguarding Lead (DSL) is a member of our academy leadership team and their role as DSL is explicit in their job description. They have the designated authority and are supported with resources to provide advice and support to staff on child protection and child welfare. They take part in strategy discussions and multi agency meetings and/or support other staff to do so.

The Designated Safeguarding Lead will:

- Undergo the appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with the Stoke on Trent Safeguarding Children's Partnership requirements.
- In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, through the termly DSL briefings, meeting other DSL's, emails and reading statutory guidance. The training provides DSL/DDSL's with a good understanding of their own role, the processes, procedures, and responsibilities of other agencies, particularly children's social care.
- Continually develops an understanding of the community the school serves, the risks and resilience. We do this by working in close partnership with parents, our local PCSO's who provide regular updates to our DSL's and working with the local residents association.
- Refer cases of suspected abuse to the local authority children's social care as required. They will represent the academy at child protection conferences and core group meetings. The DSL will be the expert within our setting to support staff in liaising with other agencies, making assessments and referrals.

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- Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of children.
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2023. <https://www.npcc.police.uk/when-to-call-the-police-guidance-for-schools-and-colleges.pdf> helps designated safeguarding leads understand when they should consider calling the Police and what to expect when they do.
- Support staff who make referrals to Children's Advice & Duty service (ChAD) on 01782 235100 .
- Refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making Prevent referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Maintain robust systems to monitor and record training of all staff and volunteers. Training is delivered in-line with Stoke on Trent's Safeguarding Children Partnership training strategy and KCSIE 2024 recommendations. This will include bulletins, briefings, and inset day training as well as external events attended. Regular updates are shared with staff and records are kept on CPOMS
- Ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers do not make promises to any child and will not keep secrets. Every child will be made aware of what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.
- Monitor CPOMS where staff record concerns about children and young people ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection. CPOMS details records of concerns. All staff use the terms: Concern, Investigation and Action to document concerns, demonstrate how these concerns were investigated and any actions which were subsequently taken.
- Ensure there is a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned for the purposes of case review meetings, Rapid Reviews, Child Safeguarding Practice Reviews (CSPR) and DHR (Domestic Homicide Reviews).
- Help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensures systems in place to induct new staff/governors are robust and monitored and non-compliance is shared with Senior Leaders and the Local Governing Committee. The DSL ensures the induction policy is updated annually in-line with Keeping Children Safe in Education 2024.
- Ensure each member of staff has access to and understands the Safeguarding Policy and procedures, especially new and part time staff.
- Understands and supports the academy with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Designated Safeguarding Lead/Governing Committee/Principal all encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them. The DSL has developed systems to record these and ensure through case reviews the child/ren's voice have been heard/recorded and they have a child-centred approach.
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Liaises with the "case manager" and the LADO designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with all staff (e.g. Home school link worker, SENCO and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly.
- Where a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), will make arrangements to pass any safeguarding concerns and the safeguarding file if there is one, to the EHE Team within The Stoke on Trent City Council and inform other professionals who may be involved with that child. EHE email; electivehomeeducation@stoke.gov.uk or to refer to the EWO's after they have been missing for over 5 days but not yet the 20.
- Ensures the safeguarding/child protection policy is available publicly and parents know that referrals about suspected abuse or neglect, may be made and the role of our setting in this.
- Adopt local policies on safeguarding and training opportunities.
- During term time, the DSL or DDSL is available (during school hours) for staff to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.
- Support access to further assistance from interpreters to support children and families as required.

Safeguarding Policy

Other Professionals Responsibilities

Key Contacts/Role:	Contact Information
Designated Safeguarding Lead: Georgina Frost	Academy 01782 312384
Deputy Designated Safeguarding Leads: Jessica Preston and Kirsty Hoddy	Academy 01782 312384
Special Educational Needs Co-ordinator: Vicki Bunn	Academy 01782 312384
Early Help Champion: Kirsty Hoddy	Academy 01782 312384
Lead Person for Online Safety: Computing Leads in conjunction with Designated Safeguarding Leads	Academy 01782 312384
Lead Person for Prevent: Georgina Frost	Academy 01782 312384
Manager for allegations against staff: Georgina Frost	Academy 01782 312384
Local Authority Designated Officer (LADO): Mr John Hanlon	01782 233342
Early Help Co-ordinator: Sharon Hingley	01782 231964/232200 early.help@stoke.gov.uk
ChAD	01782 235100
Access and Advice Line	01782 232200

Local Governing Committee (LGC)

The Local Governing Committee and Principal are accountable for ensuring the effectiveness of this policy and compliance.

Our Safeguarding Link Governor is Mrs Sue Hawley. Our Safeguarding Link Governor will champion good practice, liaise with the Principal to provide both support and challenge, ensuring that safeguarding arrangements are audited and quality assured and provides information regarding safeguarding to the LGC. (Local Governing Committee). Our Early Help Champion, Miss Hoddy is responsible for leading on and supporting other staff to lead on early help assessments and early help plans for children and families requiring help and support that does not meet the threshold for involvement with Children's Social Care.

The Principal is the person responsible for dealing with allegations of abuse made against academy staff. The manager for dealing with allegations against the Principal is our Chair of Governors.

The Principal ensures that policies and procedures adopted by the LGC (Local Governing Committee) are fully implemented. The LGC are collectively responsible for ensuring that safeguarding arrangements are reflected in the school's ethos and daily practice.

ALL staff members, governors, volunteers and external providers understand their responsibilities to safeguard and protect children and know how to recognise signs and symptoms of abuse and neglect, how to respond to disclosures and what to do if they are concerned about a child.

The Local Governing Committee Ensure That:

- The DSL and DDSL's are appointed and that their roles have been added to their job description.
- The Principal and Local Governing Committee share the content of "Keeping Children Safe in Education" (2024) with our Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge and understanding to carry out their roles appropriately.
- DSL training is compliant with the Local Safeguarding Children's Partnership requirement.
- The DSL understands their responsibility in leading safeguarding and child protection across the academy. This individual has the appropriate status, authority, funding, resources, training, and support to provide advice and guidance to all staff members within the academy on child welfare and child protection.
- The DSL/Deputy DSL receives appropriate and regular supervision from the St Bart's Multi Academy Trust.
- A whole setting approach to safeguarding is facilitated. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes, policies and practice, should operate with the best interests of the child at their heart.
- The academy is compliant with their 175/157 audit return to the Local Authority/Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and a safeguarding action plan is developed. The LGC ensures the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2023).

Safeguarding Policy

- Safer Recruitment Procedures, that include the requirement for appropriate checks in line with national guidance, are followed.
- There is a training record and training schedule of future training requirements and this is updated termly. The LGC reviews training and it's effectiveness.
- All staff, volunteers and Governors have received an induction which includes regular updated safeguarding training compliant with SOTCSP including online safety. All have read and understood our Professional Code of Conduct and Keeping Children Safe in Education 2024.
- We have a shared expectation that all staff promote positive behaviours in order to provide a safe and caring environment.
- Related policies including child on child abuse, child on child sexual violence and sexual harassment, online safety, special educational needs and disabilities (SEND), promoting positive behaviours, code of conduct including acceptable use of technologies and the use of mobile devices are reviewed and updated in line with local and national guidance and their effectiveness evaluated by leaders and the Local Governing Committee.

Keeping Children Safe In Education 2024- Specific Safeguarding Issues.

- All staff at Park Hall Academy have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger: All staff know who the Designated Safeguarding Lead is within our School and as well as being the expert in this field, is there to support staff, volunteers and Governance body further. All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, unexplained or persistent absences and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff should be aware of include:
 - Abuse
 - Behaviours linked to safeguarding issues
 - Children and the courts system
 - Children with family members in prison
 - Children missing from education
 - Child missing from home or care
 - Child Criminal Exploitation (CCE)
 - Child sexual exploitation (CSE)
 - County Lines
 - Domestic abuse
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Female genital mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender-based violence/violence against women and girls (VAWG)
 - Homelessness
 - Mental health
 - Missing children and adult's strategy
 - Online safety
 - Child on child abuse
 - Private fostering
 - Preventing radicalisation
 - Prevent Duty and Channel
 - Serious violence
 - Sexual violence and sexual harassment
 - Sexting-Sharing of nude/semi nude images
 - Trafficking
 - Upskirting
- Further information regarding specific safeguarding issues can be found in appendix 5

Mental Health

All staff have an incredibly important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We are extremely proactive in promoting positive mental health and well-being. Our curriculum includes opportunities to understand how the brain works and how to keep our minds healthy as well as our bodies. One of our five goals in school is 'kindness' and we aim to follow our motto of 'Spread kindness like confetti'. We use Kindness cards to reward acts of kindness in order to become a "bucket filling" academy. This means that our children and staff seek to acknowledge acts of kindness which make staff and children feel happy and positive.

We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We have a Children's Mental Health & Wellbeing Practitioner (Surjit Dhani) attached to our school who supports to improve wellbeing through the involvement of parents.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance](#).
- **[Preventing and tackling bullying](#)**
- [Every Mind Matters](#)
- [education-recovery-support](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our process for raising concerns and staff must refer this to the designated safeguarding lead or a deputy.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation and sexual predation. Technology often provides the platform that facilitates harm.

We realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole academy approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

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

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we report to the Anti-Phishing Working Group <https://apwg.org/>

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty.

Safeguarding Policy

We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/Remote learning: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [teaching-online-safety-in-schools](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

Anti Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be [Preventing & tackling bullying](#)
[Cyberbullying advice](#)

Child on Child Abuse (including Child on Child Sexual Violence and Sexual Harassment)

All staff at Park Hall Academy have the knowledge and awareness that children can and sometimes do abuse other children (often referred to as child on child abuse).

Child on child abuse including sexual violence and sexual harassment can occur between two children of any age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting including online.

Children who are victims of child on child abuse including sexual violence and sexual harassment will find the experience stressful and distressing. This is likely to have an adverse effect on their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports of it. They understand the importance of the timely challenge of inappropriate behaviours between children, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that child on child abuse including sexual violence and sexual harassment is not acceptable and that we have a zero-tolerance approach.
- Not dismissing child on child abuse (including sexual violence or sexual harassment) as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

At Park Hall Academy we strive for a culture where children feel safe to speak to staff about their experiences. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

Safeguarding Policy

We have well promoted and easily understood systems in place so that our children feel confident in knowing their concerns will be treated seriously.

All victims are taken seriously and offered appropriate support. Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE recognises that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child on child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding child on child abuse, they speak to their Designated Safeguarding Lead (DSL) or Deputy (DDSL). Our staff will act swiftly to ensure early actions eradicate unacceptable behaviours. We have a zero tolerance approach.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- 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 and may include an online element which facilitates, threatens and/or encourages sexual violence. 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.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- 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) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- Voyeurism, up-skirting, 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).

All staff are clear of policy and procedures with regards to pick child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As it's always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead or a deputy. Our promoting positive behaviours policy will support any sanctions.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Safeguarding Policy

There is no place for extremist views of any kind in our academy.

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. It is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

The designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in [Appendix 8](#) in our academy.

See [Appendix 8](#) for Information regarding the Prevent Duty and Channel.

Working in Partnership with Parents and Carers

We are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We are committed to working with parents in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to the relevant local authority in those circumstances where it is appropriate to do so to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) and at least 2 contacts.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Early Help

We are committed to the Early identification of needs and Early Intervention to support our children and families. Our Early Help Champion, Miss Kirsty Hoddy, is responsible for leading on and supporting other staff to lead on Early Help Assessments and plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.

Safeguarding Policy

What Happens After a Referral is Deemed Necessary To Escalate Beyond Early Help.

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a child in need referral is appropriate, they will speak with parents and obtain their consent for referral to Stoke-on-Trent children's advice and duty child service or the appropriate social care team for a different authority, to request an assessment. If parents refused to give consent, but the child's needs are not being met, the DSL will discuss these issues with the Stoke-on-Trent Children's Advisory and Duty Charge service on 01782 235100. Appropriate school staff should be invited to participate if a child in need meeting is convened by Children's Social care when children are deemed to require section 17 services.

Child Protection (Section 47)

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquiries under section 47 to enable them to decide whether they should take any action to safeguard and promote a child's welfare.

This duty also applies if a child is subject to an emergency protection order under section 44 of the children act 1989 or in police protective custody under section 46 of the children act 1989.

Children services will convene an initial child protection conference ICPC once a child protection enquiry under section 47 of the children act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference or CPC will take place once a child has been made the subject of a child protection plan to monitor the safety of the child and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL, and sometimes other staff members, will attend a child protection conference on behalf of the school of an individual child.

The person attending will have as much relevant and up-to-date information about the child as possible, any member of staff will be required to contribute to this process. The person attending will contribute to a recommendation on the risks protective factors for the family from their information and a view on the need for a child protection plan. If we cannot attend, then we ensure that a report is sent prior to the conference.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open, honest, and transparent way with any parent whose child has been referred to Stoke-on-Trent children's advice and duty service or whose child is subject to a child protection plan.

Our responsibilities are to protect the welfare of all children and our aim is to achieve this in partnership with our parents/carers.

Record Keeping, Confidentiality and Consent.

All child protection and welfare concerns are recorded and kept in line with Stoke-on-Trent and Staffordshire Safeguarding Children Partnership and guidance. We use CPOMS to log concerns and actions. This is our central record for child protection and well being matters. This is a confidential and secure record keeping system.

All matters relating to child protection are confidential and will only be disclosed to other staff where it is necessary to safeguard a child. We never promise to "keep secrets" which may compromise the safety or well being of others.

Multi-Agency Working

We develop and promote effective professional relationships with other agencies, including agencies providing Early Help as well as the Police and Children's Social Care. We ensure that relevant staff members participate in multi-agency meetings, including Early Help, Child Protection Conferences, Core Groups and Children in Need meetings. We have clear processes for gathering information to enable effective participation in meetings and always aim to ensure that the voice of the child is heard. We are advocates for our children and we work to provide the very best outcomes for them. We ensure we embed any actions or recommendations in a timely manner and review the effectiveness of these.

Safeguarding Policy

Site Security

At Park Hall Academy we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site must adhere to the rules which govern it.

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. We have a clear system of ensuring staff are accompanied / supervised by a regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- A health and safety audit is completed annually with risk assessment/safety planning and will form part of the Governors annual report. This will include a fire evacuation and invacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leadership/LGC, we have a clear system of risk assessments and review timescales of these.

Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning, together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

For our staff who work in childcare provision or who are directly concerned with the management of such provision, we ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018.

Guidance documents:

- [Early years foundation stage statutory framework](#)

As a school we ensure that at least one person who has a current paediatric first aid certificate must always be on the premises and available when children are present and must accompany children on outings. There is a clear policy on the use of mobile phones on school premises and the administering of medicines.

Key Legislation

This policy has been devised in accordance with the following legislation and guidance:

- [Working together to safeguard children 2023](#)
- <https://safeguardingchildren.stoke.gov.uk/us/information-us/5>
- [Staffordshire Safeguarding Children Board-Learning Zone](#)
- [keeping-children-safe-in-education-2](#)
- [Disqualification under the Child Care Act 2006](#)
- [Information Sharing Advice for practitioners providing safeguarding services](#)
- [The Children Act 1989 guidance and regulation](#)
- [The Children Act 2004.pdf](#)
- [What to do if you're worried a child is being abused](#)
- Whistle Blowing policy
- [Online Safety Toolkit](#)
- [Children Missing Education policy](#)
- [Early years foundation stage statutory framework](#)
- [Statutory policies for schools](#)
- nspcc.org.uk/safeguarding-child-protection-schools/
- [Visa – Immigration/Asylum](#)
- childrenscommissioner.gov.uk/

School Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Anti-Bullying (including cyber bullying indicators)
- Attendance Policy
- Child on Child Abuse
- Promoting Positive Behaviour
- Educational visits
- Equality and Diversity
- Administration of Medicines Policy and First aid
- Health and Safety
- Supporting Pupils with Medical Needs
- Online Safety Policy
- Acceptable Use Policy.
- Records Management Policy
- Social Media Policy
- Professional Code of Conduct
- Whistleblowing
- Positive Handling and Physical intervention
- Recruitment and selection Policy and Procedures.
- Sex and Relationship Education Policy
- Special Educational Needs and Disabilities Policy
- Prevent Policy
- Professional Code of Conduct

Managing Compliments and Complaints

We encourage children and families to raise compliments, concerns or comments and have a robust internal investigation process.

Our complaints policy is on our school website for parents/carers to access. Safeguarding concerns should be raised with school immediately. If a concern means a child is at immediate risk, the individual needs to contact Stoke on Trent Children's Advice and Duty (Chad) service on 01782 235100. All visitors are given safeguarding information which outlines how to share concerns and a code of conduct expected by visitors/contractors.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately dressed for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or
- Isolation from peers.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Stoke on Trent Social Care - Children's Advice and Duty service (ChAD). The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and County Lines)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Emotional Abuse

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

Potential Causes for Concern

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home; or
- Violence between adults in the household.
- Evidence of coercion and control

Appendix 2

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child and tell them that you are pleased that they are speaking to you.
- Never agree or promise to keep it a secret. Assure them you will try to help but let them know that you will have to tell other people to do this and state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Use the acronym T.E.D: Tell me. Explain. Describe
- Listen and remember to check that you have understood correctly what the child is trying to tell you.
- Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- A child may retract what they have told you. It is essential to record in writing, all you have heard as soon after the disclosure as possible.
- At the end of the conversation, tell the child again who you are going to tell and why it is that person or people who need to know.

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language.
- Include any questions that you may have asked. Do not add any opinions or interpretations. (dates, times, names)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing in as much detail as possible.
- Use our Blue form to mark the injury area on the body map.

The information should then be passed, in a timely way, to the DSL/DDSL and immediately if the child discloses any abuse they have suffered or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's responsibility to make a referral to Staffordshire Children's Advice and Support and inform the DSL at the earliest opportunity. (Stoke on Trent Children's Advice & Duty team) 01782 235100.

Guide to Levels of Need

Appendix 3

**Children and Young People Safeguarding Levels of Need
Stoke-on-Trent SCP Threshold Framework**
Right help at the right time

Level 1: Universal	Level 2: Universal Plus	Level 3: Targeted Early Help	Level 4: Statutory Specialist
<p>Children and young people at this level are reaching their expected outcomes. There are no unmet needs or any needs are low level and can be met by the universal services/with some limited additional advice or guidance. Children, young people, parents and carers can access services directly themselves.</p> <p>Parents must consent to services.</p> <p>No multi-agency assessment or lead professional is required.</p>	<p>Children and young people whose needs are met through additional support from one or more agencies, coordinated by using through an Early Help Assessment.</p> <p>Consent from parents is required with their involvement in assessment and planning.</p> <p>Professionals from a universal service who recognises the need, will undertake an EH assessment with a family, and they or another relevant professional in the network will take the role of Lead Professional. Advice and support is available from Effective Practice Co-ordinator. A Professional network around the family supports the progress of the plan.</p>	<p>Children and Young People at this level have diverse and complex needs which means that targeted, multi-agency support services are required which are supported by a clear coordinated action plan without the need for statutory social work involvement. Parental consent is required for a referral.</p> <p>Refer for Early Help assessment and a Lead Professional from Stoke-on-Trent City Early Help service.</p>	<p>Children and young people at this level will require specialist services to respond to or prevent significant harm (S47) and children whose health & development maybe significantly impaired without the provision of help and support (S17). Statutory social work assessment will take place and SW will be the lead professional. Consent from parents is not required if significant harm is suspected. The plan will continue to be multi agency</p>

Universal services include: Schools, GP Practices, Nurseries, Libraries, Health Visitors, Community Policing, Midwives, Information resources provided by health and social care agencies on their websites, Children's Centres

Safeguarding Children Partnership STOKES-ON-TRENT

Appendix 4

Actions to Be Taken Where There is a Concern About A Child/Information Sharing and The Escalation Procedure.

Actions To Be Taken.

Initial Concerns - CPOMS

If you as a member of staff, have a concern about a child, you should always:

log your concern on CPOMS using the concern, investigation and action headings. (Volunteers, Contractors and Governors MUST inform the Designated Safeguarding Leads of any concern in order that concerns may be investigated, actioned and recorded).

It is important to do so to enable a full picture of concern/need to be formed. Every staff member has a responsibility to do so.

Initial concerns are concerns that do not meet thresholds for significant harm (Section 47) or (Section 17)

Section 47 - A child is at risk of significant harm.

Section 17 - A child is unlikely to achieve or maintain a reasonable level of health or development or health and development may be significantly impaired without the provision of help and support. **Should you be concerned that either of these thresholds are met, you must refer concerns to the DSL or Deputy.**

Safeguarding Policy

Blue Forms:

Where a disclosure is made by a child or a staff member feels that a child may be at risk of significant harm or a child's health or development may be significantly impaired without intervention and support this MUST be brought to the immediate attention of the DSL or Deputy DSL.

In our setting we record our concerns on a blue form (these are always at hand in the staffroom). We use the child's words wherever possible so that the voice of the child is heard. The form should be dated, the body map should be completed if any injuries are visible. Once completed in full the Blue form MUST be handed directly to the DSL or Deputy. In the event that no DSL or Deputy is available, advice may be sought from a Senior Leader. The absence of the DSL or Deputy MUST not delay a referral to CHAD. Any staff member may refer a case for advice and support.

A child must not be allowed to go home until the DSL or CHAD confirm that they are able to go

Level 2 Support: On occasions our Early Help Champion, Designated Safeguarding Leads or Deputy Designated Safeguarding Leads or any staff member in collaboration with these staff members may believe that a child and their family require the support of additional services to meet additional needs. (Level 2).

- We will undertake an Initial Early Help Assessment as a means of providing families with the help and support they need to prevent issues from escalating (and avoid involvement from Children's Social Care.)
- Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent. Register the Initial Early Help via Chad or early.help@stoke.gov.uk
- Appoint a lead worker to complete the Early Help Assessment form with the parent/child.
- The lead worker will provide support in the school and/or refer the child/their family to the appropriate agency.

Level 3 Support: There is not a need for children social care to be involved but multi-agency support is required. The DSL/Deputy DSL will use the Guide to Levels of Need. Where it is assessed that the family's needs are more complex and the family would benefit from an early help assessment and multi-agency support.

The Designated Safeguarding Lead/Deputy or Early Help Champion or any member of staff in collaboration with the DSL's or DDSL's will:

- Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent.
- Register the Initial Early Help with the Early Help Coordinator early.help@stoke.gov.uk
- Appoint a lead worker to complete the Early Help Assessment form with the parent/child.
- Engage with other professionals who will help to provide the multi-agency support and intervention that is required by the family. Refer to Early Intervention Service where appropriate (using your initial early help as the referral.)
- If the family refuses to consent, we will log this with the Early Help Coordinator, and we make a judgement about whether the needs of the child will escalate or the child will become unsafe without help.

Section 47: CHILD AT RISK OF SIGNIFICANT HARM

The Designated Safeguarding Lead/Deputy will:

- Use the SSSCB Threshold Guide to Levels of Need August 2022.
- If the child is at risk of significant harm (Section 47). Inform the family of your intention to refer to Children's Social Care (ChAd), and why (unless to do so would increase the risk of harm; hinder the prevention / detection of a serious crime; lead to an unjustified delay in making enquiries about allegations of significant harm).
- Regarding consent please refer to the SSSCB Threshold Framework 'Consent and Confidentiality'
- Contact ChAd (235100) without delay.
- Stoke-on-Trent operate a "front door" service. This focuses upon early conversations with professionals and families leading to support. Telephone calls replace the previous MARF referral system.

ChAd (Children's Advice and Duty Service operates between 8.30am-6pm Monday – Friday on 01782 235100)

Outside of these hours you should contact 01782 234234.
In an emergency call 999.

ChAd may be contacted via email from a secure email address on ChAD.referrals@stoke.gov.uk

You will need the following information:

- All the details known about the child.
- The family composition include siblings and where possible extended family members and anyone important in the child's life.
- The nature of the concern and how immediate it is.
- Details of any work stoppage support that you have provided to the child or family to date.
- Details of where the child is.
- Whether you have informed parents/carers of your concern.
- Please be aware that consent from the parent/carer will be required to make a referral unless this places the child at any further risk.

Safeguarding Policy

If you believe that a child is in immediate danger, or you suspect a crime has been committed, you must also contact the police.

- Record your discussions and decision-making on CPOMS. It is essential to record your contact, the concerns you have shared and actions/outcomes agreed.
- Continue to update the child's file and chronology as the investigation and resulting work continues.

Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together to Safeguard Children (2023). Our setting works closely with Stoke and Staffordshire Children's Social Care and where appropriate from a placing local authority.

We are committed to working openly and honestly with parents and carers. We will exercise professional curiosity by proactively seeking out information as well as sharing it. This means checking with other professionals whether they have information and listening and talking to pupils alone.

We share information with parents at an early stage, unless this would put a child at greater risk or compromise an investigation.

We will seek the consent of parents and carers to make a referral to Children's Social Care under S17 of the Children's Act – Child in Need. If parents refuse to give consent but we decide to continue with the referral, we will make this clear to Children's Social Care when we contact them.

We do not need parents consent to make a referral if we consider the child is in need of protection under S47 of the Children's Act, although in most cases we will inform them of the referral.

We will not inform parents of referrals if we believe that:

- This would place the child or someone else at increased risk of harm
- It would prejudice the prevention or detection of a crime, or lead to loss of evidence for a police investigation..
- It would lead to an unjustified delay in making enquiries into allegations of significant harm.

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with the three safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

We are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. We ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Where children leave our school/academy/college, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school/college in advance of the child leaving. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives.

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

Guidance documents:

- [Information sharing advice for safeguarding practitioners](#)

Escalation Procedure

The Stoke on Trent Safeguarding Children Partnership expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. If we believe that concerns regarding a child are not being addressed, we understand the expectations that we will commence the escalation process until a satisfactory conclusion is reached.

The process of resolution will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL.

Guidance [escalation-policy](#):

Appendix 5

Keeping Children Safe In Education - Specific Safeguarding Issues.

Children Missing in Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold two or more emergency contact numbers for each pupil.

The school will notify the Local Authority of any pupil/student who fails to attend school regularly, after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. We will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'absent' from education.

Children Missing From home or care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children.

Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

We will notify the Local Authority of any child who fails to attend school regularly after making reasonable enquiries or who has been absent without consent for a continuous period of 5 days or more. We furthermore, inform the Local Authority of any child who is to be deleted from the admission register because parents have opted for elective home education, moved house, displaced due to crisis, e.g. domestic violence, homelessness, certified as unlikely to be in a fit state of health to attend school or has been permanently excluded.

Guidance document

- [Children who run away or go missing from home or care](#)

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Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late.
- children who regularly miss school or education or do not take part in education.

Guidance documents:

- [Safeguarding children who may have been trafficked](#)
- [Child Exploitation - StaffsSCB](#)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance documents:

- [Child Sexual Exploitation Definition & Guidance](#)
- <http://www.knowaboutcse.co.uk>

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County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered. Further information can be found here

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. [Trafficking and victims-of-modern-slavery](#)

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance Document:

- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. Contextual safeguarding recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example in school, in the local community, in their peer groups or online. Children may encounter risks in any of these environments. Contextual safeguarding looks at how we can best understand these risks, engage with children and how to keep them safe.

Domestic Abuse

Domestic abuse at 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, here or have experienced the effects of abuse. We recognise that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We are an Operation Encompass School. Operation and compass operates in all police forces across England. It helps police and schools work together to provide a emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse. Where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead(or a deputy)) in school before the child or children arrive at school the following day. This insures that the school has up-to-date relevant information about the child circumstances and can enable immediate support to be put in place, according to the child's needs. Operation encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8 am to 1 pm, Monday to Friday on 020 45139990.

National domestic abuse helpline

Refuge runs the National domestic abuse helpline, which can be called free of charge and in confidence, 24 hours a day on (0808) 200 0247. It's website provides guide and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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Additional advice on identifying children who are affected by domestic abuse and how they can be helped as available at:

- [NSPCC - UK domestic - abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/ effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse Safelives](#)
- [Domestic Abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home: Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- staffsccb.org.uk/nspcc-publish-parental-substance-misuse
- [Drugs Advise for Schools](#)

Fabricated or Induced Illness (FI)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- [Safeguarding children in whom illness is fabricated or induced](#)
- [Staffsccb-Fabricated or induced Illness Guidance](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority, so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and they will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA

Female Genital Mutilation (FGM)

We recognise our duty to protect children and young people against the practice female genital mutilation and to immediately report to the police under section 5B of the Female Genital Mutilation Act 2003 where it is known that FGM has been carried out. FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance Documents: -

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

Signs that may indicate FGM is planned:

Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK.

Family taking a long trip abroad.

Child's family being from one of the at risk communities for FGM (Examples: Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).

Knowledge that a sibling has undergone FGM.

Child talks about going to be "cut".

Child talks about preparing for marriage or preparing to become a woman;

Signs that may indicate a child has undergone FGM:

Prolonged absence from school or other activities

Behaviour change on return from a holiday abroad, being withdrawn, subdued

Bladder or menstrual problems

Finding it difficult to sit still, looking uncomfortable

Complaining of pain between the legs

Mentioning something somebody did to them that they are not allowed to talk about

Secretive behaviour, isolating from peers

Reluctance to take part in physical activity

Repeated urinary tract infection

Disclosure

Staff must report any such indications to the Designated Safeguarding Lead without delay.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one, entered, without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived culture practices, to coerce a person into marriage. Schools and colleges play an important role in safeguarding children from forced marriage.

There is a clear distinction between a forced marriage and an arranged marriage. A forced marriage is performed under duress and without the full and informed consent or free will of both parties.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Park Hall Academy recognises the need to protect children and young people against forced marriage. The sections on forced marriage have been updated to ensure compliance with the Marriage and Civil Partnership Act 2022 (Minimum Age) that came into force on 27 February 2023, raising the minimum age at which one can legally marry or enter into a civil partnership, in England and Wales, to 18.

Guidance Document:

- [Forced Marriage](#)

Sexting

Sexting among children can be a common occurrence in which the police may need to become involved, depending upon the circumstances. The DSL records all incidents of sexting and includes actions taken and not taken, together with justifications for the decisions made.

In applying judgement to the sexting incident, the following will be considered:

- Significant age difference between the sender/receiver involved.
- Any external coercion involved or encouragement beyond the sender/receiver.
- Recognition that a child is more vulnerable than usual.
- The severity of the image or extreme nature.
- Whether the situation is isolated/has the image been widely distributed?
- Whether it is the first time children have been involved in a sexting act.
- If other knowledge of the sender or recipient may add cause for concern.

All staff are clear of policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). Our Promoting Positive Behaviours policy will support any sanctions.

The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Guidance Documents:

- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [review-of-sexual-abuse-in-schools-and-colleges](#)
- [searching-screening-and-confiscation](#)
- [Sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](#)

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Guidance documents:

- [Home Office Preventing Youth Violence and Gang Involvement](#)
- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

Filtering and Monitoring

The DSL takes lead responsibility for understanding the filtering and monitoring systems and processes in place. The Academy staff receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Our filtering and monitoring system in our academy is Light Speed filter. Light Speed helps our teachers safely manage classrooms and the use of iPads with time visibility of student activity and control over their device

Appendix 6

Designated Teacher for Cared for Children - Private Fostering - Vulnerable Children and Children Potentially at Greater Risk of Harm - Disabled Children.

Our Designated Teacher is: Mrs J Jones

Our Designated Teacher will work across the school to promote and improve educational outcomes for children in care using evidence-based interventions. This being, children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications, training, and experience and are in a leadership role and can make decisions on behalf of the school to implement plans to support children in care.

We are attachment aware and trauma informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

The Designated Teacher works with the Virtual school, to provide the most appropriate support, utilising the pupil premium plus, to ensure that they meet the needs identified in the child's personal education plan (PEP). They also work with the virtual school head, to promote the educational achievement of previously looked after children.

We will admit any children in care without delay and work restoratively, avoiding exclusions for our most vulnerable children. We will make reasonable adjustments to our Promoting Positive Behaviour Policy to support children in care and contact the Virtual School when a child is at risk of exclusion. Where a short period of exclusion is unavoidable, we will provide 1st day provision.

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve.

The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.

Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.

- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

- [Designated Teacher for Looked After Children](#)

Care Leavers: - The Designated Teacher has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver

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 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

We will notify the DSL/DDSL when we become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Stoke on Trent Children's Services of a private fostering arrangement by contacting ChAD on 01782 235100, who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

- [Children Act 1989 – Private Fostering](#)

Vulnerable Children

We are aware of the potential for children with SEN to have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be especially vulnerable to abuse because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability can be linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

Children develop and mature at different rates, so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need & Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Appendix 7

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which
- Encourage, justify, or glorify terrorist violence in furtherance of beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
- Foster hatred which might lead to inter-community violence in the UK.

Safeguarding Policy

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds.

Most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent

extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis

Prevent Duty and Channel

Prevent

The LGC, and the Principal will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is done using specialist online monitoring software.

Safeguarding Policy

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Guidance Documents:

- [The Prevent Duty](#).
- [Educate Against Hate](#)
- [ACT Early | Prevent radicalisation](#)

Appendix 8

Safer Recruitment - Creating a Safe Culture. Induction Sheet for new or supply staff and regular visitors or volunteers. Educational Visitors to School.

Safeguarding Induction

Volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead, our Principal Georgina Frost or Deputy Designated Safeguarding Lead our Vice Principal Jessica Preston.

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us, as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. Our Blue Forms are accessible in our Staffroom on our Safeguarding Board or you should liaise with a member of staff to ensure that your concern is recorded on CPOMS. You should seek the support of the class teacher under whose direction you are working.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chair of the Local Governing Committee. Alternatively, you can contact the Local Authority Designated Officer on 01782 235100.

The people you should talk to in school are:

Designated Safeguarding Lead: Georgina Frost

Location of office: Principal's Office

Contact Number: 01782 312384

Deputy Designated Safeguarding Lead: Kirsty Hoddy/ Jessica Preston

Location of office: Principal's Office

Contact Number: 01782 312384

Chair of Governing Body: Mrs. V. Poole

Safeguarding Policy

Induction CPD Training Plan Name _____ Date of Employment _____

Please complete the following Learning Group 1 modules on Flick learning:

Flick Learning Module	Date Completed	Expiry Date
Health & Safety Introduction		



Induction Checklist

Welcome to Park Hall Academy. This induction is designed to ensure that you are equipped with as much information as possible to enable you to understand the academy expectations of you. It is also designed to safeguard you as an employee and to safeguard pupils and all members of the Park Hall family.

If you are ever unsure of anything, please do not hesitate to speak to the Principal, Georgina Frost, Vice Principal, Jessica Preston or any member of the Senior Leadership Team, Emma Hawkes (KS2), Nicola Shields (KS2), Ann-Marie Antrobus (KS1) and Jude James (Foundation Stage).

We hope that you will enjoy being a part of our Park Hall Team.

DBS	
Right to work in the UK	
References taken	
Level 1 CP completed or date to be completed	

Name of employee/ student: _____

Name of person completing the induction: _____

Date of Induction: _____

Policies to read (and associated Risk Assessments)		
<ul style="list-style-type: none"> Health and Safety including Site Security Complaints Safeguarding Peer-on-Peer Abuse Professional Code of Conduct Whistleblowing Keeping Children Safe in Education Part 1 or Part 2 E-Safety Prevent Policy Promoting Positive Behaviour Lockdowns 		
<ul style="list-style-type: none"> Promoting Positive Behaviours Policy shared 		
<ul style="list-style-type: none"> Looked After Children Key contacts in school 		
<ul style="list-style-type: none"> Whistle Blowing Policy Duty to report concerns to safeguard staff and pupils. How to report a concern. What support should you expect 		
<ul style="list-style-type: none"> Health and Safety Reporting concerns Evolve is completed 2 weeks before any trips/ visit takes place. All staff and volunteers to sign to acknowledge that they understand and have read the risk assessment Risk assessments to be completed before children are taken off site. Transporting pupils. Fire procedures and Fire Officers Lockdown Evacuation Plan and procedures (5 bells) Responsibility to ensure that all Flick Training is completed. Asbestos awareness. 		
<ul style="list-style-type: none"> E-Safety Forensic software Prevent duty E-Safety code of conduct 		
<ul style="list-style-type: none"> Social Networking Policy for social networking Confidentiality Duty to promote our academy in a positive light. Professionalism. 		

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Welcome employees	Comments	Signature
<ul style="list-style-type: none"> Line Manager Governance Structure Park Hall Academy vision and values St. Bart's Family St. Bart's Football to Peace 		
<ul style="list-style-type: none"> Job description/ person specification Reporting absence 		
<ul style="list-style-type: none"> Safeguarding Action immediately following the meeting- read the Park Hall Safeguarding policy by: The safeguarding Policy can be found on the staffroom notice board/ academy website. Action immediately following the meeting- Section 1 of 'Keeping Children Safe in Education.' Name of the Designated Child Protection Officer and Deputy Designate Child Protection. Safeguarding Governor is: What to do when a child makes a disclosure The use of 'blue forms' to record safeguarding concerns which require immediate action. Confidentiality and breaches Vigilance – signs of abuse Disqualification of association Prevent Leaders in school: Awareness of the Prevent duty Red hands Children Missing in Education Daily checking of emails in order to read alerts from CPOMS. To log concerns/ important information using CPOMS and alerting the relevant staff. 		
<ul style="list-style-type: none"> Code of Conduct Designed by staff to ensure consistency of approach and shared understanding of expectations. Staff expected to sign and adhere to the code of conduct. 		

GDPR		
<ul style="list-style-type: none"> No data to be stored on pen drives. Laptops/ PC's locked screens when leaving the area. Shredding data using the cross shredder in staffroom/ office. Ensure consent for the sharing of information (excluding safeguarding). Secure storage of data – not leaving paperwork on display for others to see. Photocopying – code should release prints from the photocopier. If not, please log in the book. Please report any GDPR breaches to GE/ JP. 		
<ul style="list-style-type: none"> Security Laptops/ pads etc to be locked away when left unattended. Gate/ door security. Wearing name badges. Challenging visitors not wearing visitor badges. Keeping key fobs secure. 		

Educational Visitors to School

We will undertake risk assessments and use professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2024

We have a clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and the curriculum.

Managing Allegations Against All Staff, Including Supply Staff, Volunteers And Contractors

Our aim is to provide a safe and supportive environment securing wellbeing and the best possible outcomes for the children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Local Governing Committee ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors.

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

Allegations that may meet the harms threshold

We follow KCSIE 2024 guidance where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police.

Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties.

We take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We ensure that the procedures outlined in Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO and Part 4 of ‘Keeping Children Safe in Education’, DfE (2024) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). Tel 01782 235100.

If an allegation is made or information is received about an adult who works at Park Hall Academy which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of the LGC.

If neither the Principal nor Chair of the LGC is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.

The Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the LGC will undertake further investigations before receiving advice from the LADO.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken.

We have the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical. We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our academy are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the academy.

Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that

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

Safeguarding Policy

We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the LADO directly on 01782 235100. General guidance on [whistle blowing](#) can be found at this link.

The NSPCC [whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 and the line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

We have a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

Allegations about a Member of Staff (Including supply), Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

- Physical
- Emotional
- Sexual
- Neglect
- Spiritual Abuse

2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Principal should not carry out the investigation herself or interview pupils.

3. The Principal will exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Principal will notify the Staffordshire Designated Officer (LADO 01782 235100). The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should be addressed through the school's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file.

4. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers).

5. Where an allegation has been made against the Principal or Proprietor, then the Chair of the Local Governing Committee takes on the role of liaising with the LADO in determining the appropriate way forward.

managing allegations

6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Role of the Stoke on Trent LADO.

The Stoke on Trent City Council LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Stoke on Trent LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The Stoke on Trent Safeguarding Children Partnership inter-agency procedures for:

[.stoke.gov.uk/professionals/information](https://stoke.gov.uk/professionals/information)

is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in Working Together 2023 and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate, and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed.

Guide for Safer Working Practice for Adults who work with Children is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation to the Stoke on Trent LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

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

Step 1: Follow KCSiE 2024 Guidance. Headteacher/ Chair of Governors/ Proprietor will contact the LADO on 01782 235100.

Step 2: Stoke on Trent's Children's Advice & Duty service (ChAD) will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 01782 234234 (Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.



Operation Encompass Staffordshire - Supporting children experiencing domestic abuse throughout Stoke and Staffordshire

Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke on Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people

[How does Operation Encompass work?](#)

Information obtained by the police at the attendance of a domestic abuse incident is shared with a school prior to the start of the next school day which enables appropriate support to be given dependent on the needs of the child.

[How do the schools receive notification by the police that a domestic incident has occurred?](#)

When an officer attends the incident and completes the risk assessment on their handheld device, the name(s) of the children who form part of the household (whether present or not) are included. Alongside the details of the child, the officer will select the school that the child attends from the dropdown list. By completing this section of the risk assessment, the officer generates an automatic referral to the school via an email in real time. Limited information will be shared about the incident; the name and DOB of the child (if known), the fact they have been identified as being in a household where a domestic abuse incident took place, date and time of the incident and a police reference number.

[How does the notification help to support the child?](#)

Children experiencing domestic abuse are negatively impacted by this exposure and this can lead to emotional, physical and psychological harm. By providing the school with the knowledge that a domestic incident has taken place in the homes of their students the previous day, it allows the school to consider appropriate support for the child.

[Children's Social Care](#)

Once a notification is received from Staffordshire Police there is NO requirement for the School to then make a referral to Children's Social Care. Please be reassured that it is purely a notification to enable the School to support that child. If there is a requirement for a referral to be made, the Police would have already done this if necessary. The training provided to Schools outlines this message clearly. Of course, if the child is already an 'open case' then the school would inform the dedicated key/social worker of the notification.

[Next Steps:](#)

Staffordshire Police, and Staffordshire and Stoke Education Authorities have provided a virtual bespoke training package which will enable Schools to understand the impact domestic abuse can have on a child and how best to support them in school. This will be available in due course.



Further advice on Safeguarding matters can also be obtained from:
Contacts

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

[Supporting practice in tackling child sexual abuse](#) – CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign](#) – GOV.UK – Home Office website

[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper

[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

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Children missing from education, home or care

Children missing education – DfE statutory guidance

Children who run away or go missing from home or care – DfE statutory guidance

Missing Children and Adults strategy – Home Office strategy

Children with family members in prison

National Information Centre on Children of Offenders – Barnardo's in partnership with HM Prison and Probation Service

Child exploitation

Safeguarding children who may have been trafficked – DfE and Home Office guidance

Care of unaccompanied migrant children and child victims of modern slavery – DfE statutory guidance

Modern slavery: how to identify and support victims – HO statutory guidance

Child exploitation disruption toolkit – HO statutory guidance

County Lines Toolkit For Professionals – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Multi-agency practice principles for responding to child exploitation and extra-familial harm – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

Gillick competency Fraser guidelines – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

From harm to hope: A 10-year drugs plan to cut crime and save lives – Home Office strategy

Honest information about drugs – Talk to Frank website

Drug and Alcohol education – teacher guidance & evidence review – PSHE Association

(So-called) 'honour'-based abuse, including FGM and forced marriage

Female genital mutilation: information and resources – Home Office guidance

Female genital mutilation: multi agency statutory guidance – DfE, Department for Health, and Home Office

Forced marriage – Forced Marriage Unit (FMU) resources

Forced marriage – Government multi-agency practice guidelines and multi-agency statutory guidance

FGM resource pack – HM Government guidance

Health and well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience – Public Health England

Supporting pupils at schools with medical conditions – DfE statutory guidance

Mental health and behaviour in schools – DfE advice

Overview - Fabricated or induced illness – NHS advice

Homelessness

Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance

Information sharing

Government information sharing advice – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

Information Commissioner's Office: Data sharing information hub – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Safeguarding Policy

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainststhat](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice

[A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) – Resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) – Including planning remote education strategies and teaching remotely

[London Grid for Learning](#) – Guidance, including platform-specific advice

[National Cyber Security Centre](#) – Guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) – Guidance on safe remote learning

Online safety – support for children

[Childline](#) – For free and confidential advice

[UK Safer Internet Centre](#) – To report and remove harmful online content

[CEOP](#) – For advice on making a report about online abuse

Online safety- parental support

[Childnet](#) – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) – Provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

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[How Can I Help My Child?](#) – Marie Collins Foundation – Sexual abuse online

[London Grid for Learning](#) – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) – Provides support for parents and carers to keep their children safe online

[Parentzone](#) – Provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice

[Tackling violence against women and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

Sexual violence and sexual harassment

Specialist organisations

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithfull Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

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Harmful sexual behaviour

Rape Crisis (England & Wales) or The Survivors Trust – For information, advice, and details of local specialist sexual violence organisations.

NICE guidance – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

HSB toolkit – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithfull Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework – Free and independent advice about HSB.

Contextual Safeguarding Network – Beyond Referrals (Schools) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Preventing harmful sexual behaviour in children - Stop It Now – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for victims

Anti-Bullying Alliance – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

Rape Crisis – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

The Survivors Trust – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

Victim Support – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

Childline – Provides free and confidential advice for children and young people.

Toolkits

NSPCC – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

Contextual Safeguarding Network – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

Childnet - STAR SEND Toolkit – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).

Childnet - Just a joke? – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

Childnet - Step Up, Speak Up – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework – An evidence-informed framework for children and young people displaying HSB.

Farrer & Co: Addressing child on child abuse: a resource for schools and colleges – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice – Various information and resources dealing with the sharing of nudes and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

National Crime Agency's CEOP Education Programme – Provides information for parents and carers to help protect their child from online child sexual abuse, including #AskTheAwkward - help to talk with your children about online relationships

(thinkuknow.co.uk) – Guidance on how to talk to their children about online relationships