

Child Protection and Safeguarding Policy Staffordshire



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1. Policy Consultation & Review

This policy is available on our website via a link to Community Academies Trust website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter or mailings.

The policy is provided to all staff (including temporary and supply staff and volunteers) at induction alongside our Staff Code of Conduct and our Behaviour Policy. In addition, all staff are provided with Part One of the statutory guidance [Keeping Children Safe in Education \(2021\)](#)

The policy will be reviewed in full, annually, or sooner, should legislation/guidance change. The policy is due for review in September 2022.

2. Context

This school recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

This policy provides guidance to all adults working within the school, whether paid or voluntary and whether directly employed by the school or by a third party.

The policy sets out how the School Standards Committee discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school, including Governors.

Our School Standards Committee, working with the Strategic Leadership Team and especially our Designated Safeguarding Lead, ensure that those staff who do not work directly with children read either Part 1 or Annex A (a condensed version of Part 1) of the *KCSiE 2021* guidance.

All staff who work directly with children, are provided with and read Part One of *Keeping Children Safe in Education, 2021*.

The school follows the [Staffordshire Safeguarding Children's Board](#) policies and procedures.

3. Purpose and Aims

The purpose of this safeguarding policy is to ensure that we:

- **Are committed** - developing a robust culture of vigilance
- **Build resilience** - raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe

- **Establish a safe environment** - in which children can learn and develop within an ethos of openness, are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** - including those who have been abused, have witnessed violence towards others or who may be vulnerable to abuse
- **Prevent unsuitable people from working with children** - by ensuring we practise safer recruitment in checking the suitability of staff, including supply staff and volunteers to work with children and in maintaining an active vigilance thereafter, in line with our safeguarding culture.

We will follow the procedures set out by Staffordshire Safeguarding Children's Board, *Working Together to Safeguard Children, 2018* and *Keeping Children Safe in Education (KCSiE) 2021* by knowing and understanding that:

- 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, peer on peer abuse, as well as County Lines, contextualised issues and Child Criminal Exploitation. Also, supporting this with online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Offering children a balanced curriculum, including PSHE, healthy relationship education, online safety and advice on the dangers of sexting;
- Offering children and young people a balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks;
- Understanding that no single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action;
- Ensuring as a school that we have awareness of our staff's knowledge and understanding, and that we embed safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school practice.

As a school community we strive to:

- Protect children and young people from maltreatment;
- Prevent impairment of our children and young people's mental and physical health or development;
- Ensure that the young people at our school grow up in circumstances consistent with the provisions of safe and effective care;
- Take action to enable all children to have the best outcomes.

4. Ethos

The child's welfare is of paramount importance; we are a child-centred school and make all possible efforts to capture the voice of the child and to try understand what their daily lived experiences are like.

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. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. 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 professionals 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, 2021*

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 over time; 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 (DSL) to build up a picture and access support for the child at the earliest opportunity.
(See Appendices 1)

We maintain a professional attitude of 'It could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in conjunction with our school culture of prevention, protection and support and should be read in conjunction with other related policies including behaviour, peer on peer abuse, anti-bullying, online safety, health and safety and the Staff Code of Conduct.

Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member if they are worried or concerned about something and are never given the impression that they are creating a problem by reporting abuse, sexual harassment or sexual violence. Our staff understand that a victim of any type of abuse should never be made to feel ashamed for making a report.

5. Key Principles

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.

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

- Our school has a robust safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive appropriate safeguarding training as required in *KCSiE 2021*, and also receive regular updates through staff meetings, 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, which covers the topics of peer-on-peer abuse, including peer-on-peer sexual harassment and sexual violence. All required documents and policies are provided both at induction of new staff, and on a yearly refresher basis for current staff. These documents include Part 1 of *KCSiE 2021*; the Staff Code of Conduct; the school's Behaviour Policy; the school's response to children who go missing from education, the role of the DSL and this Child Protection and Safeguarding Policy. All staff sign to confirm that they have both read and understood all of these documents.
- All staff will be aware that abuse, neglect 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 will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school and /or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Team members 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 should be aware of the local early help process and understand their role in it. (*KCSiE 2021*). 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (*Working Together, 2018*) This includes identifying emerging problems, liaising with the DSL, 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.' (DfE, 2018)
- 'All staff should be 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 2021*)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the DSL. Whilst the DSL will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Staffordshire Children's Advice and Support 0800 13 13 126)
- 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 led 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 in order 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 [Staffordshire Safeguarding Children's Board](#) procedures and provide them with information as required.
- Staff, children and families will be supported, as appropriate, following child protection processes being initiated.
- 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.
- Through our PSHE programme and via Assemblies and other areas of our curriculum, students are also taught about:
 - Self-esteem
 - Emotional literacy
 - Assertiveness and consent, as part of healthy relationship education,
 - Power, control and coercion
 - Online safety
 - How children can keep themselves safe from all forms of bullying, including online bullying,
 - 'Sexting',
- All school policies which support our ethos of safeguarding, will be interlinked with this Safeguarding Policy.

6. Legislation and Guidance

Schools must have regard for the DfE statutory guidance *Keeping Children Safe in Education*, (DfE 2021).

This Child Protection and Safeguarding Policy should be read alongside:

- [Working Together to Safeguard Children](#), 2018
- [What to do if you are Worried a Child is being Abused - Advice for Practitioners](#) 2015 and
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#), 2021

All staff must read and understand at least part 1 of *Keeping Children Safe in Education, 2021*.

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. This is 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 Appendices 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, to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school. The same duty applies to independent schools (which include Academies) by virtue of regulations made under section 157 of the same Act.

7. Roles and Responsibilities

Designated Safeguarding Lead/Deputy Designated Safeguarding Lead

The Designated Safeguarding Lead and all Deputy Designated Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with *KCSiE, 2021*.

The DSL/DDSL will undergo appropriate safeguarding training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every two years, in line with Staffordshire Safeguarding Children's Board requirements. In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, and through termly Staffordshire County Council DSL briefings, CAT DSL support meetings, meetings with other DSLs, emails and reading statutory guidance. The training provides DSL/DDSLs with a good understanding of their own role and the processes, procedures and responsibilities of other agencies, particularly children's social care.

The DSL continually develops an understanding of the community the school serves, the risks and resilience required via regular dialogue with parents and carers, children and young people and through close liaison with external agencies.

The DSL/Deputy DSL will refer cases of suspected abuse to the Local Authority Children's Social Care as required. They will represent the school at Child Protection Conferences and Core Group Meetings. The DSL will be the expert within the school to support staff in liaising with other agencies and making assessments and referrals. Any staff member may be required to be part of strategy discussions and other interagency meetings and to contribute to the assessment of children.

The DSL/DDSL will liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children, 2018*. NPCC's *When to call the police* will help DSLs understand when they should consider calling the police and what support to expect when they do.¹

The DSL will support staff who make referrals to Staffordshire Children's Advice and Support service.

¹ [NPCC Guidance 'When to call the Police'](#).

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required and will also support staff who make referrals to the Channel programme.

The DSL, if they are the Headteacher, will refer cases where a person is dismissed or has left the school due to a risk/harm to a child to the Disclosure and Barring Service, as required. They will also refer cases where a crime may have been committed to the Police, as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, including volunteers and supply staff, annually. Refresher time scales are evident. Training is delivered in line with StaffsSCB training strategy and *KCSiE 2021* recommendations. This will include bulletins, newsletters, briefings and in-school staff training, as well as external events attended, as applicable to role. Regular updates are shared with staff and a system to record these communications is in place.

The DSL will 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 will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors the paper and electronic case management systems set up to record cause for concerns about children to ensure the quality of information is accurate, proportionate, timely and that assessments/referrals are made appropriately. The recording and storing of information is kept in line with the Data Protection Act, 2018 and General Data Protection.

Safeguarding and child protection records are kept in a secure location, separate and away from academic records. There is a clear recorded process of transfer of records, both in and out, using the transfer of records form which needs to be signed by the sending and receiving settings and a copy of these forms kept securely.

Safeguarding files have a front sheet chronology. All other safeguarding paperwork is in chronological order, the most recent being at the front of the file. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in the safeguarding file including: -

- a clear and comprehensive summary of any concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The DSL monitors the quality of safeguarding files and/or recording on electronic systems through the regular audit of case files. The DSL/DDSL should have appropriate and regular supervision within the Strategic Leadership Team. Systems are compliant with General Data Protection Act.

The DSL has a clear system for Child Protection (section 47), Child in Need (section 17) and 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).

The DSL helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with or those who have previously had a Social Worker, are experiencing, or have experienced, with teachers and school leaders. 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.

The DSL ensures that systems in place to induct new staff/governors is robust and monitored and that non-compliance is shared with the Strategic Leadership Team and School Standards Committee. The DSL will also ensure that the Induction Policy is updated annually in line with *KCSiE*.

The DSL ensures each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures, with particular focus on new and part time staff.

The DSL understands and supports the school with regards to the requirements of the Prevent Duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The school's Online Safety Policy links with this requirement.

The school encourages a culture of listening to children and taking account of their wishes and feelings, in order to protect them. The DSL has developed systems to ensure, through case reviews, that children's voices are heard and that a child-centred approach to safeguarding is in place.

The DSL/DDSs will liaise with the Headteacher to provide updates on issues, especially police investigations and ongoing enquiries under section 47 of the Children Act 1989.

The DSL notifies Children's Social Care if a child with a Child Protection Plan is absent for more than two days without explanation.

The DSL as required, will liaise with the case manager and the Designated Officer (LADO) at the Local Authority for all child protection concerns relating to a staff member.

The DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral will liaise with relevant agencies. The DSL will act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should, where appropriate, involve other agencies; they will be reviewed regularly.

Where a parent chooses to remove their child/ren from school to receive Elected Home Education (EHE), the school will make arrangements to pass any safeguarding concerns and the safeguarding file if there is one, to the EHE Team within Staffordshire County Council. The EHE team can be contacted at electivehomeeducation@staffordshire.gov.uk. The school will also inform other professionals who are involved with that child. If a child has been missing for over 10 days but not yet for 20, the school will inform educationcoreoffer@staffordshire.gov.uk. The DSL ensures that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in these circumstances.

The DSL has links with StaffsSCB and has contact names for all school representatives on the Board and in the subgroups. The DSL knows that they can influence the work of the Board. The school adopts local policies on safeguarding and takes advantage of training opportunities.

During school hours, in term time, the DSL or DDSLs are available 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.

At times the school may require further assistance from interpreters to support child and families. These services will be accessed with the support of the DSL.

The School Standards Committee (SSC)

The School Standards Committee (SSC) and Headteacher are accountable for ensuring the effectiveness of this policy and school compliance. They have appointed a Designated Safeguarding Governor to ‘champion’ safeguarding in the school, in addition to a Designated Safeguarding Lead (DSL) who is part of the Strategic Leadership Team. The Governing Body will monitor this post to ensure the post holder has the time and resources required to fulfil the duty.

The school/SSC has identified at least one Deputy Designated Safeguarding Lead (DDSL) who is trained at the same standard as the DSL. The DSL can delegate activities to the DDSL, yet the ultimate responsibility remains with the DSL; the lead responsibility should not be delegated. In the absence of the DSL, the DDSL will take the lead on safeguarding with clear direction from the Strategic Leadership Team.

The DSL and DDSL roles are detailed in each of their job descriptions. The DSL has shared the content of KCSiE 2021 with all DDSLs and is confident that all individuals have the knowledge and understanding to carry out their roles appropriately. DSL training is compliant with StaffsSCB requirements.

The SSC ensure that the DSL understands their responsibility in leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSLs receive appropriate and regular supervision from the Strategic Leadership Team and/or external services, as appropriate.

The SSC ensure that they facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes, policies and practice operate with the **best interests of the child** at their heart.

Where there is a safeguarding concern, the SSC and school leaders ensure that the child’s wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place and are well promoted, explained properly and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The SSC ensure that the school is compliant with their 175/157 return to the Local Authority/ Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and an action plan/risk assessment is developed annually. The SSC ensure the school contributes to inter-agency working in line with *Working Together to Safeguard Children*, 2018.

The SSC ensure safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance, are followed.

The SSC has an overview of the safeguarding training schedule and future training requirements. All staff, volunteers and Governors receive an induction which includes safeguarding training, compliant with StaffsSCB.

All children are taught about safeguarding, including online safety. Further details can be found later in this policy.

There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment. This requires teachers to have a clear understanding of the needs of all children in their care.

All staff, volunteers and Governors sign annually to say that they have read and understood the Staff Code of Conduct and *Keeping Children Safe in Education 2021*, Part One, including hyperlinks, as a minimum. Where required for specific roles, further sections are read. The school has developed a system in line with guidance, to ensure that regulated and non-regulated activities and staff supervision, is understood across the school. Volunteers, students, staff and visitors can be clearly identified by our visitor system.

The SSC will ensure that there are appropriate policies and procedures in place for action to be taken in a timely manner to safeguard and promote children's welfare. We ensure that we keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt. These policies are updated at least annually and sooner if required. They include:

- this Child Protection and Safeguarding Policy and our whole school culture and approach to all forms of safeguarding. This policy references Staffs SCB safeguarding arrangements as well as other policies and procedures such as Peer on Peer Abuse/Child on Child Sexual Violence and Sexual Harassment, Online Safety and Special Educational Needs and Disabilities (SEND).
- a restorative Behaviour Policy, including measures to prevent bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying)
- a Staff Code of Conduct which includes acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including the use of social media.
- appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions.

Community Academies Trust ensures there is a current Whistleblowing Policy and the Headteacher ensures that staff have access to a copy and know how to raise concerns. There is a culture evident in school where staff feel empowered and supported to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

Further guidance on whistle blowing can be found on the links below.² The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00 a.m. and 8.00 p.m. Monday to Friday, or email help@nspcc.org.uk.

² www.gov.uk/whistleblowing and www.nspcc.org.uk

The SSC and Headteacher have a schedule of policies and procedures which is reviewed annually to ensure they are current and in line with national and local guidance. The SSC and DSL coordinate the updates within the training schedule to support the culture of learning for all staff/volunteers.

The school updates parents on safeguarding issues through various methods such as newsletters, website posts, social media, noticeboards and emails.

The Designated Lead Teacher for Looked After and Previously Looked After Children

The School Standards Committee must appoint a designated teacher who works with local authorities and parents/carers to promote the educational achievement of registered pupils who are looked after and previously looked after.

Our Designated Teacher will work across the school to promote and improve educational outcomes for children in care using evidence-based interventions. This includes 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. The Designated Teacher is appropriately trained and has relevant qualifications, training, and experience.

Our staff are attachment aware and trauma informed and take a relational based approach to supporting our most vulnerable children. We 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.

Our school will admit any children in care without delay and work restoratively to avoid exclusions for our most vulnerable children. We will make reasonable adjustments to our Behaviour Policy to support children in care and contact the Virtual School when a child is at risk of exclusion.

With regard to care leavers, the Designated Teacher has the details of the Local Authority Personal Advisor, appointed to guide and support care leavers, and should liaise with them as necessary on issues of concern affecting the care leaver.

8. Working with Parents and Carers

This school is committed to working in partnership with parents and carers to safeguard and promote the welfare of 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 Child Protection and Safeguarding Policy. A copy will be provided to parents on request and is available via a link 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 positively, openly and honestly. 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 it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents 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.

In order 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);
- 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 affects parental responsibility e.g. Bail conditions, court orders, Multi-Agency Risk Assessment Conference (MARAC).

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

9. Staffordshire Early Help

Any child may benefit from Early Help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Is a young carer;
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from school, care or home;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- Is in a family circumstances which present challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse;

- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is a privately fostered child.

The DSL will ensure that all staff are aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL and 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.

Every member of staff, including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and have a responsibility to take action, as outlined in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and who has an individual responsibility for early help.

Practitioners should complete a Staffordshire Early Help Assessment (EHA) when:

- Age-appropriate progress is not being made and the causes are unclear; or
- The support of more than one additional agency is needed to meet the child or young person's needs;
- Safeguarding thresholds have not been met yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour.

Guidance documents can be accessed at the following links:

- [Staffordshire Early Help - StaffsSCB](#)
- [Threshold Document - StaffsSCB](#)

The school's EHA lead may need to make a referral directly to other agencies or request the support of Staffordshire County Council Early Help Teams. Referrals will be made through Staffordshire Children's Advice and Support Team (0800 13 13 126). Further information is available at: www.staffordshire.gov.uk/reportconcern

The DSL may also consider seeking advice and guidance from [Staffordshire Education Safeguarding Advice Service](#) around thresholds and appropriate referrals to Staffordshire Children's Advice and Support Team on **01785 895836**.

Concerns about a child should always lead to help for that child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

10. 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, he/she will speak with the parents / young person and obtain their consent for referral to Staffordshire Children's Advice and Support Team or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the Staffordshire Children's Advice and Support Team. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings 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 of the Children Act 1989 to enable them to decide whether they should take any action to safeguard and promote the 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 is in police protective custody under section 46 of the Children Act 1989.

Children's 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 (RCPC) will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and to ensure the required reduction of risk. Between conferences, regular core group meetings will take place to monitor the progress of the child protection plan.

The DSL or DDSL and sometimes other staff members may be asked to attend a Child Protection Conference on behalf of the school in respect of individual children. In any event, the person attending is required to have as much relevant up to date information/case files about the child as possible; any member of staff may be required to contribute to this process. The representative attending must contribute a recommendation on the risks/protective factors for the family from their factual information and must provide a view on a 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 Staffordshire Children's Advice and Support or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers.

11. Escalation Procedures

Staffordshire Safeguarding Children Board 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, it is expected that the escalation process³ should be commenced until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should 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 school's DSL.

12. A Safer School Culture

Safer Recruitment and Selection

The school pays full regard to the safer recruitment expectations detailed in *Keeping Children Safe in Education 2021*. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity (best practice being birth certificate), checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks, prohibition checks, whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions, obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked, confirming that they have not imposed any sanctions or restrictions, and/or that they are not aware of any reason why they may be unsuitable to teach.⁴

Separate barred list checks will only be carried out in the following circumstances:

³ [Escalation Procedure - StaffsSCB](#)

⁴ Guidance: [Application process for criminal records checks overseas](#)
[Regulated professions database](#)
[UK Centre for Professional Qualifications](#)

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Appropriate training in safer recruitment has been completed by members of SLT and others who are involved in recruitment. The school ensures that there is always at least one such trained colleague involved in all staff / volunteer recruitment processes and sitting on the recruitment panel. At least one member of the School Standards Committee should have also completed Safer Recruitment training.

Induction

All staff must be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes reading and understanding:

- The Child Protection and Safeguarding Policy;
- The Behaviour Policy;
- Peer on Peer/Child on Child Sexual Violence & Sexual Harassment Policy.
- The Staff Code of Conduct;
- *Keeping Children Safe in Education, 2020* - At least Part 1;
- The safeguarding response to children who go missing from education;
- The role and identities of the DSL and their deputies.

Copies of all related safeguarding policies and a copy of KCSiE 2021, Part One, are provided to staff at induction.

If staff, including supply staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and by signposting them to seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

Use of Reasonable Force

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

When using reasonable force in response to risks presented by incidents involving children, including any with SEND, or with medical conditions, staff should consider the risks carefully.

Our school uses positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

13. *Keeping Children Safe in Education, 2021* - Specific Safeguarding Issues

All staff in our school have an awareness of safeguarding issues, through regular training and briefings. We ensure our staff are aware that behaviours linked to these issues can make children vulnerable and put them in danger. All staff are aware that the Designated Safeguarding Lead, the expert within our school, is there to support staff, volunteers and the School Standards Committee with a range of safeguarding issues, some of which are listed below:

- Abuse
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying
- Children and the court 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 adults' strategy
- Online safety
- Peer on Peer/Child on Child Abuse
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Sexual violence and sexual harassment
- Sexting/Sharing of nude or semi-nude images
- Trafficking
- Upskirting

Behaviours linked to safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education 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:

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, 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 addressing bullying can be found in the school's Behaviour Policy.

Further guidance on bullying:

- [Preventing & tackling bullying](#)
- [Cyberbullying advice](#)

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states that 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 with the Local Authority to ensure we put appropriate safeguarding responses in place for children who go missing from education, as detailed in our Attendance Policy, available on request.

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. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of ten days or more. The school must also notify the Local Authority of any pupil 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 as a result 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 steps to ascertain the whereabouts of children that would be considered ‘missing’.⁵

Child 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, school or care, 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. The majority of 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.⁶

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, control, manipulate or deceive a child into taking part in sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) 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, or ‘trafficked’, 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.

⁵ <https://www.gov.uk/government/publications/children-missing-education>

⁶ <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

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; and
- 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)

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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](#)
- [Know about CSE](#)

'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 form 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 a number of 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 is missing episodes, both from school and home, 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 [National Referral Mechanism](#). 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.

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](#)

Domestic Abuse

This encompasses any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can include, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. In all such cases, young people will be supported by the school and signposted to external agencies, where appropriate.

Guidance Document:

- [Domestic Violence and Abuse](#)
- [Domestic Abuse-Staffscb](#)
- [NSPCC-Domestic Abuse](#)

Drugs

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

Guidance Document:

- [Drugs Advice for Schools](#)
- [NSPCC-Parental Substance Misuse](#)
- [SSCB-Working with parents who misuse substances](#)

Fabricated or Induced Illness (FI)

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

There may be a number of 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 Document:

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

Female Genital Mutilation (FGM)

FGM comprises 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 is 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 similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and 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 through 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 will be rare for teachers to see visual evidence, and they should not be examining pupils or students, 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 school’s DSL or Deputy DSL 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 an act of 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 should follow local safeguarding procedures.

Guidance Document:

- [Multi Agency Statutory guidance on Female Genital Mutilation⁷](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into 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 into a marriage. Threats can be physical, emotional and/or 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). Nevertheless, some perpetrators use perceived culture practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

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

⁷ Further guidance on [Female Genital Mutilation Act 2003](#)

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.

Guidance Document:

- [Forced Marriage](#)

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 school staff will be considering 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 will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the DSL or Deputy DSL 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 seemingly 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.

Mental Health

All staff have an 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 have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. As part of Community Academies Trust, we adhere to a Trust-wide guarantee of universal, targeted and specialised mental health provision minimum offers, details of which can be viewed on our website.

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, 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL or a deputy.

Guidance Documents:

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance.](#)
- [Preventing and tackling bullying](#)
- [PHE Rise Above for Schools programme.](#)
- [Every Interaction Matters](#)
- [Education recovery](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)
- [SSCB-Children & Young People who Self Harm or Disclose an Intent to Die by Suicide](#)
- Staffordshire County Council Resource Bank (sent out at least annually)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the DSL or a deputy.

Online Safety

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

Our staff understand that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. Our whole-school approach to online safety empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- **Content:** being exposed to illegal, inappropriate or harmful material. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **Contact:** being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising as well as 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 you feel your pupils, students or staff are at risk, please report it 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 the 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. We have an Online Safety Policy which identifies the usage and expected behaviour of children. 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 education settings](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [PHSE-Advice on addressing coronavirus \(COVID-19\)](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

Peer on Peer Abuse including Child on Child Sexual Violence and Sexual Harassment

Our staff have the knowledge and awareness that children can and sometimes do abuse other children (often referred to as peer on peer abuse).

We have a specific and separate Peer on Peer Abuse Policy which includes Sexual Violence and Sexual Harassment between children, as well as an Anti-Bullying and Behaviour Policy to guide, inform and support children, staff and parents/carers.

Peer on peer 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 school, including online.

Children who are victims of peer on peer 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, it can occur online and offline (both physical and verbal) and it is never acceptable.

Our staff recognise the indicators and signs of peer on peer 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 peers, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that peer on peer abuse, including sexual violence and sexual harassment, is not acceptable and that we have a zero-tolerance approach in addressing it;
- Not dismissing peer on peer abuse (incl sexual violence or sexual harassment) as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- 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.

Our school strives 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.

We have well promoted and easily understood systems in place so that our children feel confident knowing their concerns will be treated seriously. All allegations of peer on peer abuse are recorded, investigated and dealt with rapidly and sensitively. Follow up for those affected by peer on peer abuse always take place with support provided as required.

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

Victims of peer on peer 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 school, 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 peer on peer abuse, they speak to the DSL or DDSL. Our staff will not wait for high thresholds before acting.

Peer on peer 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.
- upskirting, a criminal offence, 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 as to the school's policy and procedures with regards to peer on peer 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 DSL or a deputy. The school's Behaviour Policy will support any sanctions.

Guidance Documents:

- [Staffscb-Responding to Sexting Guidance](#)

- [Disrespect NoBody](#)
- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Searching, screening and confiscation \(publishing.service.gov.uk\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

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'.

The Children Act 1989 defines an immediate relative 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.

Staff members will notify the DSL or Deputy DSL if they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting (0800 13 13 126), who then has 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](#)

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 should be a part of a school's 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 is designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

This school values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and 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 an individual 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. Radicalisation can also occur through various methods, including social media and 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. This school is clear that 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 DSL and Deputy DSLs are aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**.

Prevent Duty and Channel

Prevent

The school governors, the Headteacher and the DSL 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 Religious Studies curriculum, SEND policy, Assembly content, the use of school premises by external agencies,

integration of children by gender and SEND, Anti-Bullying Policy and other issues specific to our 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 schools' wider safeguarding obligations.

The DSL, DDSLs and other strategic leaders are familiar 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, like all others, has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

Our school will monitor in-school online activity to ensure that inappropriate sites are not accessed by students or staff, ideally through the use of specialist online monitoring software.

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](#)

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](#)

14. Vulnerable Children

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. In line with our Attendance Policy, we will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of ten school days or more.

As a school we are aware of the potential for children with SEND to have additional barriers when it comes to safeguarding; the school recognises that this group can be particularly 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 is linked to:

- Poor communications skills
- A lack of maturity (Lower cognitive ability)
- Limited perceptions of intent from other
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Poor understanding of online safety - digital technology

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

Children also 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 we are also alert to any 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, we can respond to problems as early as possible and provide the right support and services for the child and their family.

It is important though, to recognise that a warning sign does not automatically mean a child is being abused.

Children have said that 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 ongoing 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 and 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.

Children potentially at greater risk of harm

Children on Child in Need or Child Protection Plans will have an allocated social worker due to safeguarding or welfare needs which mean that they are potentially at increased risk of harm.

Our DSL and DDSLs are aware that some children may need a social worker due to safeguarding or welfare needs. Local Authorities should share the fact that a child has a social worker. 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. The DSL 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 to safeguard and promote the welfare of children.

Where children need a social worker, this will 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). We will strengthen provision to reduce absence and exclusions for this group as we recognise that regular attendance is important for vulnerable children and that school can act as a protective factor.

We work as a school to narrow the attainment gap, have high aspirations for all children with a social worker and consider the needs of CWSW (Children with a social worker) when we design our Pupil Premium strategy.

We will ensure that they benefit from additional support to recover from the impact of COVID-19 using a strength-based approach with the child's voice central to our planning. (e.g. via the National Tutoring Programme/Recovery Premium)

The Mental Health Lead in school will work to assess, understand, and meet the Social Emotional & Mental Health needs of children with a social worker, as we recognise, they are more likely to experience issues than their peers.

Looked After and Previously Looked After Children

All Local Authorities are advised to support the raising of the educational attainment and achievement of their looked after and previously looked after children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools in which they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

The School Standards Committee must ensure that the Designated Teacher for Looked After and Previously Looked After Children undertakes appropriate training (section 20(2) of the Children and Young Persons Act, 2008).

The Role of the Designated Teacher for Looked After and Previously Looked After Children

The Designated Teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after and previously looked after children learn and achieve. The Designated Teacher:

- promotes a culture of high expectations and aspirations for how looked after and previously looked after children learn;
- makes sure the young person has a voice in setting learning targets;
- is a source of advice for staff about differentiated teaching strategies appropriate for individual children, making full use of Assessment for Learning;
- makes sure that looked after and previously 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](#)

15. Educational Visitors to School

The school will undertake risk assessments and use their 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 provided and suitability recorded;
- whether the role is eligible for an enhanced DBS check.

We will decide 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 2021.

Our visitors’ procedures enable us to offer pupils the opportunity to meet other professionals to extend their knowledge and the curriculum. Our procedures state clearly when visitors need to be supervised when in school.

16. Managing Allegations against Staff, including Supply Staff, Volunteers and Contractors

While our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the young people at our school, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The School Standards Committee ensures there are procedures in place to manage allegations of abuse against staff members, including supply staff and Headteachers, contractors and volunteers. This is the case for both when an allegation meets the harms threshold and also when an allegation/concern does not meet the harms threshold but is a ‘low level concern’.

Allegations which may meet the harms threshold

We follow KCSiE 2021 guidance if it is alleged that anyone working in the school, providing education for children under 18 years of age, including supply teachers, contractors and volunteers 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, contractors and volunteers who are currently working in any education setting regardless of whether that school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and historical allegations of abuse should be referred to the police.

Where our school is not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that we liaise with relevant parties (including in relation to supply teachers and volunteers). In no circumstances will our school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. In these circumstances, the Headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst the school carries out an investigation.

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 will always 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, 2021, are adhered to following a concern and will seek appropriate advice from the Local Authority Designated Officer (LADO) in those circumstances. The LADO can be contacted on 0800 13 13 126. If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of the School Standards Committee. In the event that neither the Headteacher nor the Chair of the School Standards Committee is contactable on that day, the information must be passed to a Director of Community Academies Trust, as stated in the Whistleblowing Policy.

The Headteacher or Chair of the School Standards Committee will seek advice from the LADO within one working day. No member of staff or the School Standards Committee 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; disclosure made by a child, parent or other adult within or outside of our setting; 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. We believe 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 school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

‘Low level’ concerns do not mean that they are insignificant but merely that the behaviour does not meet the harms threshold. A low-level concern is still a concern, no matter how small, and even if it causes no more than a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

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

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door or
- using inappropriate sexualised, intimidating, or offensive language.

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 correct 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 Headteacher or Chair of Governors should contact the LADO directly on 0800 13 13 126.

The NSPCC [whistleblowing helpline](https://www.nspcc.org.uk/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 - the line is available from 8:00am to 8:00 pm, Monday to Friday or via email on: help@nspcc.org.uk.

The school has 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. A DBS referral must be made if the member of staff concerned 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 the Disclosure and Barring Service.

17. Communication - Confidentiality/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*, 2018. The school works closely with Staffordshire Children's Social Care and, where necessary, other placing local authorities.

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. We understand that as a school we have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, it is important that our School Standards Committee recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school 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.

Our School Standards Committee and Trust 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.

Our School Standards Committee and Trust ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

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

Where children leave our school, 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:

- [Data protection: toolkit for schools](#)

18. Managing Complaints

As a school we encourage children and families to raise with us any concerns or comments and we have a robust internal investigation process which we use to resolve matters.

The CAT Complaints Policy states clearly the stages of complaints and where to escalate concerns following the completion of the complaints process, either through Ofsted or the Education and Skills Funding Agency (ESFA). Our Complaints Policy can be accessed via a link on our school website.

Safeguarding concerns should be raised with school immediately. If a concern is urgent or a child is at immediate risk then the individual needs to contact Staffordshire Children's Advice and Support Team on 0800 13 13 126. Upon arrival in school all visitors are given a safeguarding leaflet which outlines how to share concerns and also outlines the code of conduct expected of all visitors.

19. Site Security

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 have to adhere to the rules which govern it to avoid potential safeguarding issues. Therefore:

- where possible, gates are kept closed during the school day;
- visitors, volunteers must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. The school has a clear system of ensuring visitors are accompanied/supervised by a regulated staff member. Any visitor on site who is not identifiable via a visitors' pass will be challenged by any staff member and this will be reported to a member of the Strategic Leadership Team;
- family members and carers 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;
- empty classrooms should have closed windows and doors;
- children under 16 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. The parent/carer should report to Reception to do this;
- at least two members of staff are always on duty at break times;
- a Health and Safety audit with a risk assessment is completed annually. This forms part of the Trust Board Report and will include a fire evacuation and ‘invacuation’ Prevent Risk Assessment.

Risk management of site security is managed by strategic leaders and the Trust’s Executive Leadership Team. The school has a clear system of risk assessments and review timescales.

20. Early Years Foundation Stage (EYFS)

This framework is mandatory for all early years’ providers (statutory framework for the EYFS; revised March 2017).

Every child deserves the best possible start in life and 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 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.⁸

For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school ensures that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in [Disqualification under the Childcare Act 2006: effective 31 August 2018](#)

Further guidance documents:

- [Statutory framework for the early years foundation stage](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)

⁸ [Early Years Statutory Framework April 2017](#)

Our school ensures that at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when EYFS children are present and must accompany EYFS children on outings.

There are clear policies on the use of mobile phones on school premises and on the storing of medication, available on request.

21. Key Legislation and Guidance

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

- [Working Together to Safeguard Children 2018](#) (DfE)
- [Staffordshire Safeguarding Children Board Procedures](#)
- [Staffordshire Safeguarding Children Board-Learning Zone](#)
- [Keeping Children Safe in Education 2021](#)
- [Disqualification under the Child Care Act 2006](#)
- [Information Sharing Advice for practitioners providing safeguarding services](#)
- The Children Act 1989 and 2004
- Education Act 2002
- [What to do if you're worried a child is being abused](#)
- CAT Whistle Blowing Policy
- [Online Safety Toolkit](#)
- [Children Missing Education policy](#)
- [Early Years Statutory Framework](#)
- [Statutory policies for schools](#)
- [NSPCC/TES safeguarding in education tool](#)
- [Visa - Immigration/Asylum](#)
- [Children's commissioner](#)

22. Related 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:

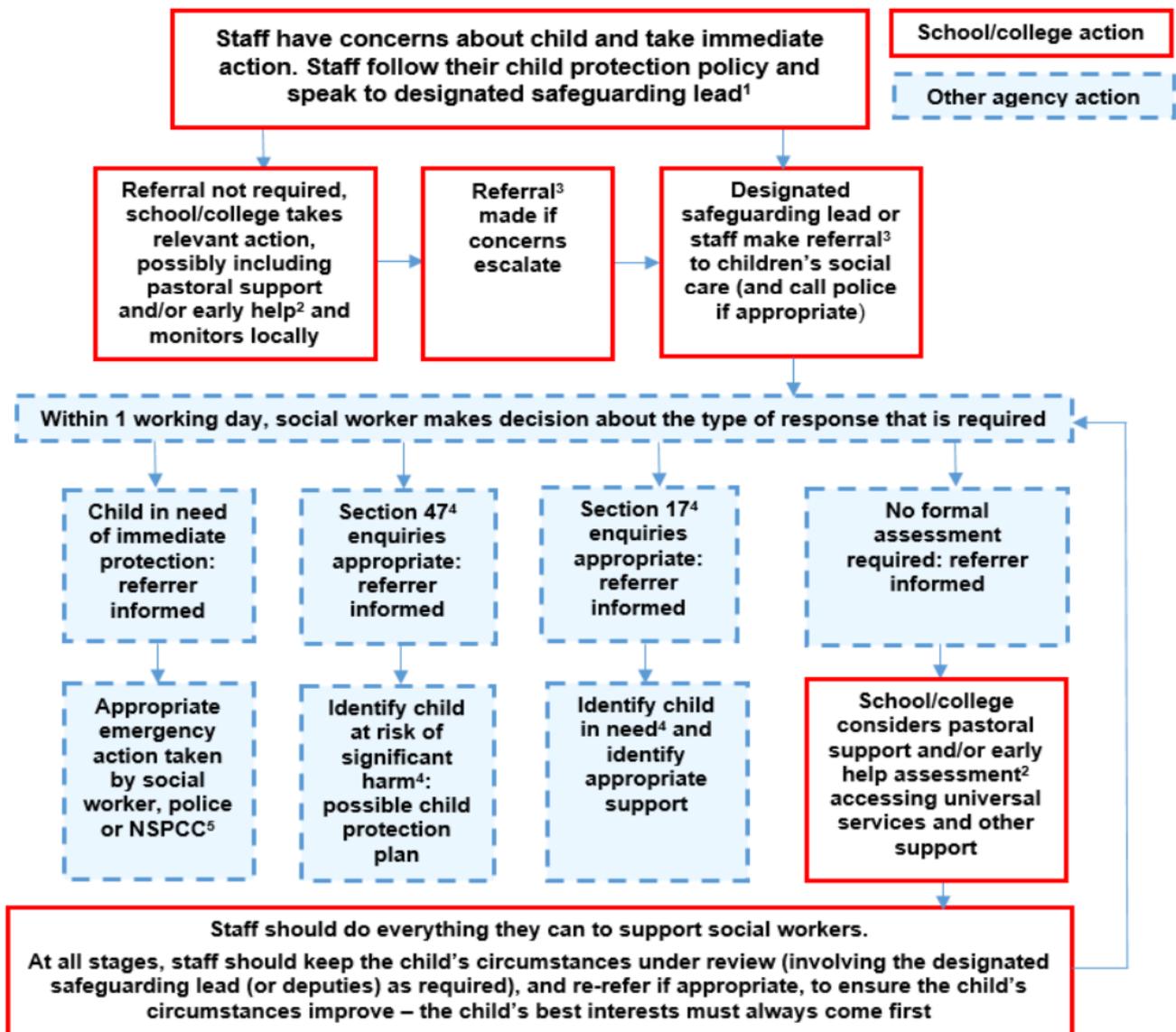
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Educational Visits Policy
- First Aid Policy
- Health and Safety Policy
- Meeting the Needs of Pupils with Medical Conditions Policy

- Mobile Phone Policy⁹ (Early Years Framework 2017)
- Online Safety Policy
- Peer on Peer Abuse/Child on Child Sexual Violence and Sexual Harassment Policy
- Recruitment & Selection Policy
- Use of Reasonable Force (Physical Intervention) Policy
- Whistleblowing Policy
- Staff Code of Conduct

⁹ EYFS statutory framework document states that the safeguarding policy must cover the use of mobile phones and cameras in the setting. School procedures should be detailed as an appendix or in a separate document.

Appendix 1 - Procedure for Managing Concerns about a Child

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 2 - Definitions and Indicators of Abuse

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 of 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 care-givers); 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 clad 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;
- 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 or 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 or not 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 Staffordshire Children’s Social Care. 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 a child that they are worthless or unloved, inadequate, or valued only insofar 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may also involve serious bullying (including cyberbullying), 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.

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 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;
- Soiling, smearing faeces, enuresis.

N.B. Some situations where children stop communicating suddenly can indicate maltreatment. This is known as “traumatic mutism”.

Responses from Parents/Carers

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

- Delay in seeking medical treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered or several different explanations, or comments that the child has 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;
- Violence between adults in the household;
- Evidence of coercion and control.

Disabled Children

When working with children with disabilities, practitioners need to be aware of 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, may be 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.

Appendix 3 - Dealing with a Disclosure of Abuse

When a pupil tells you about abuse they have suffered, remember the following:

- Stay calm;
- Do not communicate shock, anger or embarrassment;
- Reassure the child. Tell the child you are pleased that they are speaking to you;
- Never agree or promise to keep it a secret. Assure them that you will try to help but let them know that you will have to tell other people in order to do this. 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 them that it is not their fault;
- Encourage them 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;
- Be aware that the child may retract what they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure;
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people 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 you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded);
- Use the school's written/electronic recording forms;
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

Following a disclosure, 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 the DSL/DDSL is not available, it is the staff member's **responsibility** to make a referral to Staffordshire Children's Advice and Support and then inform the DSL at the earliest opportunity. (Staffordshire Children's Advice and Support, 0800 13 13 126) or email www.staffordshire.gov.uk/reportconcern.

Appendix 4 - Allegations about a Member of Staff, including Supply Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:
 - **Physical** - For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional** - For example, intimidation, belittling, scapegoating, lack of respect for children's rights, attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual** - For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect** - For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse** - For example, using undue influence or pressure to control individuals or ensure obedience, following religious practices that are harmful such as beatings or starvation.

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

3. The Headteacher should 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 Headteacher will notify the Staffordshire Designated Officer (**LADO**) (**0800 13 13 126**). The LADO will liaise with the Chair of the School Standards Committee 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 Headteacher 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 the school is not the employer of an individual, such as in the case of supply staff and volunteers, we still have a responsibility to ensure allegations are dealt with appropriately and that we liaise with relevant parties. This includes supply teachers and volunteers. Under no circumstances will our school decide to cease using a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Where an allegation has been made against the Headteacher, the Chair of the School Standards Committee takes on the role of liaising with the LADO in determining the appropriate way forward.

Further Guidance:

- Managing allegations of abuse against a person who works with children

Appendix 5 - 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 particular 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.”
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and 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 are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis - the pupil may be experiencing family tensions: a sense of isolation; 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; events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination; aspects of Government policy;
 - Unmet Aspirations - the 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 Needs - 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 and/or personal crisis.

Appendix 6 - Single Points of Contact

| Prevent Leads | Contact Name | Email Address |
|--|--------------------|--|
| Cannock | Kerry Wright | KerryWright@cannockchasedc.gov.uk |
| | Karla Vowles | KarlaVowles@cannockchasedc.gov.uk |
| East Staffs | Mike Hovers | Michael.hovers@eaststaffsbc.gov.uk |
| | Sal Khan | sal.khan@eaststaffsbc.gov.uk |
| Lichfield | Susan Bamford | Susan.Bamford@lichfielddc.gov.uk |
| Newcastle | Sarah Moore | Sarah.moore@newcastle-staffs.gov.uk |
| South Staffs | Helen Marshall | H.Marshall@sstaffs.gov.uk |
| Stafford | Victoria Cooper | vcooper@staffordbc.gov.uk |
| Staffs Moorlands | David Smith | david.smith@staffsmoorlands.gov.uk |
| Tamworth | Joanne Sands | joanne-sands@tamworth.gov.uk |
| Staffordshire County Council (Safer Communities) | Fiona Chapman | fiona.chapman@staffordshire.gov.uk |
| Staffordshire Police Prevent Team | Sgt. Calum Forsyth | prevent@staffordshire.pnn.police.uk |

Appendix 7 - Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

The LADO 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. The Staffordshire 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 and when to tell the adult. The LADO will ensure all interested parties are appropriately linked together.

The LADO 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 StaffsSCB inter-agency procedures for [Managing Allegations of Abuse against a person who works with children](#) is based on the framework for dealing with allegations made against an adult who works with children, detailed in *Working Together*, 2018 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 in Education](#), 2019 (DfE), will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Referral of concerns to the LADO:

The Staffordshire LADO should be contacted in all circumstances where there is a report of concern or an allegation that an adult working or volunteering with children:

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

Step 1: Follow the guidance in KCSiE, 2021. The Headteacher must contact the LADO via Staffordshire Children’s Advice and Support Team within 24 hours of any situation arising on **0800 13 13 126**

Step 2: Staffordshire Children’s Advice and Support Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and will assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours, telephone: 0845 6042 886 (the 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.

Appendix 8 - Further Advice on Safeguarding Matters

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service 01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: Staffordshire Children's Advice and Support Team within the Multi Agency Safeguarding Hub (M.A.S.H.) 0800 13 13 126 or using the online referral - [Report a concern online](#)
- Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency, dial 999
- Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza - School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force co-ordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Fostering Service (Staffordshire) 0800 169 2061 email fostering@adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
- Professionals Online Safety Helpline - 0844 381 4772 [Safer Internet Helpline](#)
- Internet Watch Foundation (IWF) - [Internet Watch Foundation](#)
- Safer Internet Centre - helpline@saferinternet.org.uk
- Childline - 0800 1111 [Childline](#)
- Ofsted - General enquiries : 0300 123 1231
About Schools: 0300 123 4234
Concerns : 0300 123 4666

e-mail: enquiries@ofsted.gov.uk

- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/>

NSPCC helpline to provide support and guidance to any victims of sexual abuse in schools. This includes how to contact the police and report crimes if they wish. **0800 136 663**

Useful websites

- Staffordshire Safeguarding Children Board - [StaffsSCB](#)
- Child Exploitation and Online Protection Centre (CEOP) - www.ceop.police.uk and www.knowaboutcse.co.uk
- NSPCC - 24 hour Child Protection Helpline 0808 800 5000 [NSPCC](#)
- Women's Aid - 24 Hour Helpline: **0870 2700 123** www.staffordshirewomensaid.org/contact_us
- UNICEF - Support Care Team 0300 330 5580 (Mon - Fri 8am-6pm). If you think a child is in immediate danger, please call 999. www.unicef.org.uk

Appendix 9 - Example Safeguarding Induction Sheet - For use with new or supply staff, regular visitors and 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 (**Name**) or Deputy Safeguarding Lead (**Name**)

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. A copy of the form to complete is attached to this and others can be obtained from Please ensure you complete all sections as described.

If you are unable to locate a DSL, ask a member of the school office staff to find them to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the School Standards Committee. Alternatively, you can contact the Local Authority Designated Officer on 0800 13 13 126.

The people you should talk to in school are:

Designated Safeguarding Lead:

Location of office:

Contact Number:

Deputy Designated Safeguarding Lead:

Location of office:

Contact Number:

Chair of School Standards Committee:

Contact Number:

Appendix 10 - Example Safeguarding Induction Checklist

Safeguarding Induction Checklist

Name:

Date:

| | Criteria | Comments | Signature |
|---|---|----------|-----------|
| DAY 1 | Welcome | | |
| | Employment checks complete | | |
| | School background information: Pupils, Ofsted, Community | | |
| | School Structure, Governance arrangement | | |
| | Keeping Children Safe in Education, Part 1 issued and explained | | |
| | School ethos explained | | |
| | Role & Responsibility: reporting structure, Safeguarding role in school | | |
| | Names of DSL and Deputy DSLs, roles described and contact details | | |
| | Role of the School Standards Committee - members | | |
| | Staff Conduct of Code Policy | | |
| | Behaviour Policy | | |
| | Children Missing from Education process | | |
| | Confidentiality and breaches | | |
| | General Data Protection Act | | |
| Health & Safety: Fire procedures and Fire officers (review date) | | | |
| WEEK 1 | Meet with Headteacher & DSL | | |
| | Identify Leads CSE/Prevent/LAC/SENCO/IT lead/ Physical Intervention/Pupil Premium | | |
| | Named Governors Safeguarding- Chair- | | |
| | Pastoral Support Team/ behaviour/ attendance | | |

| | | | |
|---------------|---|--|--|
| | Alternatives to reporting in school in an emergency | | |
| | Signs and types of abuse | | |
| | Where to find the Child Protection and Safeguarding Policy | | |
| | What to do regarding disclosure - reporting systems | | |
| | Policies to read: Health & Safety Complaints Safeguarding Peer on Peer Abuse Code of Conduct Whistle Blowing KCSiE (part 1) Online Safety Prevent Site Security Behaviour Other: Other: | | |
| WEEK 2 | Training needs identified | | |
| | Training needs scheduled | | |
| | Any other issues | | |
| | | | |
| | | | |
| | | | |
| | Review date: | | |

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified:

Appendix 11 - School Contact Details

Key personnel in Chadsmead Primary School

| Role | Name | Contact details |
|---|----------------------------|--|
| The Designated Safeguarding Lead (DSL) | Gemma Grainger | email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850 |
| Deputy Designated Safeguarding Lead (DDSL) | Andy Stevens | email: andystevens@chadsmead.staffs.sch.uk tel: 01543 421 850 |
| Other staff members trained to undertake the functions of the Designated Safeguarding Lead | Helen Cadman Dave Budge | email: office@chadsmead.staffs.sch.uk* tel: 01543 421 850 |
| Mental Health Lead | Gemma Grainger | email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850 |
| Nominated Safeguarding Governor | Debbie Bissell | email: dbissellgov@chadsmead.staffs.sch.uk tel: 01543 421 850 |
| Headteacher | Gemma Grainger | email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850 |

*N.B - Confidential content should not be sent to this email address

Key personnel in Stoneydelph Primary School

| Role | Name | Contact details |
|---|---|--|
| The Designated Safeguarding Lead (DSL) | Esther Parsons | email: headteacher@stoneydelph.staffs.sch.uk tel: 01827 896666 |
| Deputy Designated Safeguarding Leads (DDSLs) | Kate Devitt, Caroline Hall Claire Bevan | email: office@stoneydelph.staffs.sch.uk * tel: 01827 89666 |
| Mental Health Lead | Esther Parsons | email: headteacher@stoneydelph.staffs.sch.uk tel: 01827 896666 |
| Nominated Safeguarding Governor | Sue Ebrey | email: s.ebrey@stoneydelph.staffs.sch.uk tel: 01827 896666 |
| Headteacher | Esther Parsons | email: headteacher@stoneydelph.staffs.sch.uk tel: 01827 896666 |

*N.B - Confidential content should not be sent to this email address

Key personnel in The Wilnecote School

| Role | Name | Contact details |
|--|---|---|
| The Designated Safeguarding Lead (DSL) | Simon Adams | email: sadams@wilnecotehighschool.org tel: 01827 831300 |
| Deputy Designated Safeguarding Leads (DDSLs) | Fran Taylor | email: ftaylor@wilnecotehighschool.org tel: 01827 831300 |
| | Stephen Simpson | email: ssimpson@wilnecotehighschool.org tel: 01827 831300 |
| Other staff members trained to undertake the functions of the Designated Safeguarding Lead | Sian Hartle Mark Herbert Sam Ager | email: office@wilnecotehighschool.org * tel: 01827 831300 |
| Mental Health Lead | Simon Adams | email: sadams@wilnecotehighschool.org tel: 01827 831300 |
| Nominated Safeguarding Governor | Simon Bolwell | 1s.bolwell@west-midlands.pnn.police.uk tel: 0345 113 5000 ext 801 1625 |
| Headteacher | Sian Hartle | Email: shartle@wilnecotehighschool.org tel: 01827 831300 |

*N.B - Confidential content should not be sent to this email address

Key personnel in Woodlands Community Primary School

| Role | Name | Contact details |
|---|-----------------|--|
| The Designated Safeguarding Lead (DSL) | Jon Baker | email: j.baker@woodlands.staffs.sch.uk tel: 01827 429020 |
| Deputy Designated Safeguarding Lead (DDSL) | Sarah Hodson | email: HSL@woodlands.staffs.sch.uk tel: 01827 429020 |
| | Jennifer Maiden | email: j.maiden@woodlands.staffs.sch.uk tel: 01827 429020 |
| Mental Health Lead | Jon Baker | email: j.baker@woodlands.staffs.sch.uk tel: 01827 429020 |
| Nominated Safeguarding Governor | Alison Wheeler | email: chair@woodlands.staffs.sch.uk tel: 07752 443224 |
| Headteacher | Jon Baker | email: j.baker@woodlands.staffs.sch.uk tel: 01827 429020 |