Child Protection and Safeguarding Policy

Stoke Park School

September 2022

'Safeguarding is Everyone's Responsibility'

Policy last reviewed: August 2022

Reviewed by: Sonya Elliott

Agreed by governors: Awaiting Governors approval 4th October 2022

Shared with staff: September 2022

Frequency of review: Annually

Date of next review: August 2023

Head Teacher: Miss Natalie Rock

Designated Safeguarding Lead: Sonya Elliott

Deputy Designated Safeguarding Leads: Miss Melanie Parrott, Deputy Designated Safeguarding Lead, Miss Natalie Rock, Head Teacher, Mrs Ann-Marie Smith, Deputy Head, Jane Deely, Family Support.

Named Governor for Safeguarding: Lisa Gadsby lisa.gadsbyconsultancy@gmail.com

Chair of Governors: Joel Phillips. joelphillips87@gmail.com

Local Authority Designated Officer: Jan Fossick lado@coventry.gov.uk; 024 7697 8499 Email: lado@coventry.gov.uk; referral form: www.coventry.gov.uk/ladoreferral

Designated Lead for Looked After and Previously Looked-After Children: Mrs Sonya Elliott and Miss Natalie Rock

Online Safety Lead: Sonya Elliott

Social Care Referrals: Multi-Agency Safeguarding Hub 02476 788555

Early Help Assessment Co-ordinator: Lucy Minett, Harmony Family Hub, Telephone: 024 76 978030

MASH Education Representative: Claire McElroy claire.mcelroy@coventry.gov.uk

Prevent: Prevent@coventry.gov.uk

Social Care Out of hours Emergency Duty Team: 024 7683 2222

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1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2022) as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; <u>and</u>
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Stoke Park School and The Futures Trust.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection **and promoting the welfare of children** is an essential part of our duty of care to all students. **As such,** all staff **and governors** have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' **will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.**

2.2 The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Stoke Park School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Stoke Park School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, **exploitation or neglect**;

- Ensure that all staff are aware of their mandatory duties in relation to Prevent;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Stoke Park School is committed to the following principles:

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.
- **Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.**

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Stoke Park School, in line with Keeping Children Safe in Education (2022) are to:

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are, or may be, at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities **or particular protected characteristics (LGBTQ+, etc)**;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Stoke Park School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (September 2022)*[1]
- **Working Together to Safeguard Children 2018 (updated 2022)**
- Guidance for Safer Working Practice for those working with children and young people in education settings (May, 2019) and Addendum (April, 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 **We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during the Coronavirus outbreak.**

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (2022).

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

Links to these and further relevant policies can be found in Appendix A, or are available upon request via reception.

- Stoke Park School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Stoke Park School's Whistleblowing Policy
- The Futures Trust Safer Recruitment Policy
- Stoke Park School's Staff Code of Conduct
- The Futures Trust's Suitability Policy -Statement on the Recruitment of Ex-offenders
- The Futures Trust Reference Policy (Providing and requesting)
- Stoke Park School's Volunteer Policy
- The Futures Trust's ICT Acceptable Use Policy
- Stoke Park School E-Safety Policy
- Stoke Park School's Visitor Management Policy
- Stoke Park School's Behaviour Policy
- Stoke Park School's Educational Visits Policy
- Stoke Park School's Children Missing Education Policy

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Stoke Park School or The Future's Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (2022) in this policy, it should be understood that Stoke Park School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and the Trust.

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[1] Guidance marked with an asterisk (*) is statutory.

3.1.1 The Futures Trust has a **strategic leadership responsibility for our safeguarding arrangements. The** senior board level lead role for safeguarding is Carol Blair. At School level the named governor for safeguarding is Lisa Gadsby.

Part 2 of Keeping Children Safe in Education (2022) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and Trust will:

- **Ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.**
- **Aware of the obligations under the <u>Human Rights Act 1998</u> , the <u>Equality Act 2010</u> and the <u>Public Sector Equality Duty</u>**
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and **smart** technology in school;
- Ensure that policies, procedure and training in Stoke Park School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- **Ensure we consider** local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that Stoke Park School has an effective child protection policy, that it is published on Stoke Park School website or available by other means and review this annually;
- Ensure that Stoke Park School has a staff behaviour policy or Code of Conduct, which **which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;**
- Ensure that all staff, volunteers **and governors** undergo safeguarding and child protection training on induction (including online safety) **and this is regularly updated**;
- Ensure Stoke Park School contributes to multi-agency working in line with statutory guidance;

- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children and young people are taught about safeguarding and keeping themselves safe, including online safety, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues such as Child Exploitation; See paragraph 11 of this policy for further information.
- Put in place **and follow** appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies **but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;**

- Ensure that appropriate filters and monitoring systems are in place to keep children safe online **and share information regarding online abuse and risks including where to access advice with parents and carers**;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors);
- Ensure that on arrival at school, all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead or their Deputy. This will include the names of the Designated Safeguarding Leads and their contact details; and
- **Ensure safer working practice is embedded and effective within policies.**

3.2 The Role of the Headteacher

3.2.1   The Headteacher will:

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school collaborates with Children's Services, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);

- Ensure that Children's Services (from the host local authority or placing authority) have access to Stoke Park School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (2022).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 *The Designated Safeguarding Lead for Stoke Park School is Sonya Elliott.* **Our Deputy Designated Safeguard Lead in the DSL's absence is** Melanie Parrott.

The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection (including online safety) in Stoke Park School;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2020);
- Always be contactable during term time (during school hours) for staff to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children **have been harmed or** are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Stoke Park School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (2022);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Stoke Park School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of Stoke Park School community acts in the best interests of the child;
- Ensuring Stoke Park School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet **(every half term at a minimum)** with the safeguarding link governor and/or Chair of Governors to review safeguarding in Stoke Park School;
- Liaise with the Headteacher regarding safeguarding cases and issues;
- **Liaise with the senior mental health lead when safeguarding concerns are linked to mental health**; and
- Be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019.

The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (2022).

3.4 The Role & Responsibilities of all Staff within School

3.4.1   School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Stoke Park School:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected; but that **children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;**
- **Will be aware of indictors of child-on-child abuse and procedures to deal with this;**
- **All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;**
- Will be able to identify indicators of abuse **exploitation or neglect**; **with** an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;;
- Will be made aware of; the safeguarding and child protection policy; Stoke Park School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Stoke Park School that support safeguarding and child protection;

- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (2022) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- **Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;**
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure;
- If concerns or allegations arise regarding a member of staff or the Headteacher, must follow the steps outlined in section 13 of this Policy, and the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1   The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2   The school will work with Children's Services, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3   We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help assessments

Harmony Family Hub
Clifton Street
Hilfields
Coventry
CV1 5GR
Telephone: 024 76 978030

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, **exploitation and neglect** and should be able to recognise signs of **these**. We recognise that abuse, **exploitation and neglect along with other** safeguarding issues are complex and **often multidimensional and therefore don't fall solely under one category. Types of abuse or harm** can take many forms **including** directly inflicting harm on a child or failing to protect a child from harm online as well as face to face **both inside and outside of the school/college as well as the multi-faceted occurrence of factors causing emotional harm.** The four main types of abuse that staff are trained to recognise are:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2022)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. **Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse**. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which 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.
Emotional abuse	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

Type of abuse	Information
	include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of Stoke Park School's policy and procedures for dealing with it.
Child sexual exploitation (CSE)	CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual 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 through violence or the threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2022.
Neglect	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, for example, as a result of maternal substance abuse. Once a child is born, neglect

Type of abuse	Information
	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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to Children's Services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Services and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Stoke Park School recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child:

- Is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.[2]

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[2] Taken from paragraph 19, Keeping Children Safe in Education (September 2022)

4.7 Stoke Park School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the school believes that a child is at risk of or is the victim of:

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyberbullying, prejudice based and discriminatory;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- serious violence and harassment, including gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- child on child abuse;
- So called honour-based violence (including female genital mutilation and
- forced marriage);
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (child on child abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- trafficking and modern slavery.

4.8 Stoke Park School will also take action to protect children missing education and children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2022) to support children and families in the following circumstances:

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.
- Children who need a social worker.

4.10 Children potentially at greater risk of harm

4.10.1 The school recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.10.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.10.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.11 Mental Health

4.11.1 The school recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.11.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.11.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should discuss their concern with the relevant year team and record their concerns on CPOMS, the year team and safeguarding team will consider the most appropriate support through the Overcoming Barriers to Learning meetings. If the concern involves an urgent mental health crisis then the Designated Safeguarding Lead should be informed without delay. See Appendix A for links to DFE guidance "Mental Health and Behaviour in Schools" which states:-

"Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

• Emotional state (fearful, withdrawn, low self-esteem)
• Behaviour (aggressive or oppositional; habitual body rocking)
• Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions)."

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.11.6 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2022.

4.11.7 Stoke Park School has a member of SLT responsible for the whole school approach to Mental Heath, which is the DSL, Sonya Elliott. The school also has a member of staff trained as a Mental Health First Aider, which is Jane Deely, a Deputy DSL.

4.12 Stoke Park School has a duty to refer any children who are living in a private fostering arrangement to the local authority (see section 20).

4.13 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix D for further information on Stoke Park School's Prevent duty.

4.14 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.15 See Appendix A for further information and guidance on the above issues.[3]

4.16 Children missing from Education

4.16.1 Stoke Park School understands that children missing from education can be a warning sign to a variety of safeguarding concerns **including neglect, child sexual and criminal exploitation.**

4.16.2 Stoke Park School will report information to the Local Authority **when problems are first emerging and always should this result in the removal of** a child from roll.

4.17 Elective Home Education

4.17.1 Stoke Park School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.17.2 Since 2016, Stoke Park School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Stoke Park School to coordinate a meeting with parents where possible ideally before a final decision is made.

4.18 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the Designated Safeguarding Lead or their Deputy as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy designated safeguarding lead without delay. Although any member of staff can make a referral to Children's Services, where possible there should be a conversation with the Designated Safeguarding Lead. If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the Designated Safeguarding Lead as soon as possible.

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[3] Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix A and B.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead in their absence, as soon as possible, (see also section 6 record keeping and using CPOMS for written reports):

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/**allegations** of abuse that children have shared must be reported immediately in person.

5.3 There will be occasions where a child discloses/**alleges** abuse directly to a member of staff. If this happens, the member of staff will:

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, and explain information may need to be passed on so the child and family can receive additional support;
- Only ask for clarification if something is unclear and will not ask 'leading' questions;
- Explain what has to be done next and who has to be told;
- Act on concerns immediately if a child is at risk of harm
- report disclosure to the designated safeguarding lead as soon as possible, certainly before the end of the day;
- Only discuss the issue with colleagues that need to know about it;
- Will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this **but delay should be avoided.**
  .

5.4 The Designated Safeguarding Lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure **recording a clear rationale**. The Designated Safeguarding Lead may:

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for **consideration for** statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Stoke Park School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Stoke Park School believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Stoke Park School to make decisions about protecting children, please visit http://www.coventry.gov.uk/righthelprighttime.

5.6 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, 2022).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL **first**, but the legislation requires regulated health and Children's Services professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.[4]

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.8 Child on Child Abuse

Stoke Park School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, **online or face to face. Child on Child** abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Stoke Park School recognise that safeguarding issues can manifest as child on child abuse. **Please see the school's Behaviour Policy for further information.**

5.8.1   All members of staff will be made aware of the school's policy and procedures with regards to **child-on-child** abuse. The school will ensure staff understand what is meant by child-on-child abuse through regular staff training, briefings and updates.
5.8.2   Stoke Park School will work to prevent **child on child** abuse by
- promoting our school values through "PRIDE";
- creating a culture of "telling";
- responding appropriately to all reports of abuse;
- working with specialists such as NSPCC, CRASAC, police as appropriate;
- teaching students about safeguarding and related topics, so they understand abuse can be perpetrated by children as well as adults, online or in person, by strangers or by someone known to them.
5.8.3   **it is recognised that even if there are no reported cases, such abuse may still be taking place**. In the event that an allegation of child on child abuse is made, Stoke Park School will investigate this through the relevant year team and:
- speak to both victim and alleged perpetrator;
- speak to any witnesses or view relevant CCTV;
- record this on CPOMS as a safeguarding matter;
- Issue appropriate sanctions including possible permanent exclusion.

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[4] *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8.4   In the event that an allegation of child on child abuse is made, **a referral to the MASH will be considered.** Victims, alleged perpetrators **and any other children affected** will be supported by:

- referral to relevant specialists such as counsellors, NSPCC, police, youthworkers;
- referral for internal support as appropriate via relevant year team;
- recognising both parties may have previously been a victim of abuse;
- working with parents/carers as appropriate;
- carefully considering restorative approaches in light of the nature of the abuse;
- consider arrangements for the appropriate education of both victim and perpetrator, taking into consideration specialist advice where a crime has been committed or is under investigation.

5.8.5   Stoke Park School will not tolerate abuse of any kind, and will always take it seriously. Staff will never pass off child on child abuse as 'banter', 'part of growing up', "just having a laugh", "part of growing up" or "boys being boys". This can lead to a culture of unacceptable behaviours and an unsafe environment for children.

5.8.6   Stoke Park School recognises the gendered nature of child on child abuse, but that all child on child abuse is unacceptable and will be taken seriously; Stoke Park School recognises for example that it is more likely that girls will be victims and boys perpetrators of some kinds of child on childabuse, however anyone can be the victim of abuse based on their gender, sexuality, disability or other difference and all instances will be treated equally.

5.8.7   Stoke Park School will adhere to guidance set out in Keeping Children Safe in Education (2022) and Sexual Violence and Sexual Harassment in Schools (September 2022) when responding to incidents of **child-on-child** abuse.

5.8.8   All staff will be made aware that 'upskirting' is a criminal offence

5.9 **Sharing of consensual or non-consensual nude and semi-nude images or videos**

5.9.1   "Sharing of consensual or non-consensual nude and semi-nude images or videos" in this policy refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

Inappropriate sexualised language sent as text online has not been included in the UK Council for Child Internet Safety guidance or definition. Stoke Park School will still take this behaviour seriously as a safeguarding matter and respond with support and sanctions as appropriate.

5.9.2   Stoke Park School has a responsibility to educate children in the risks relating to 'Sharing of consensual or non-consensual nude and semi-nude images or videos' and how to keep themselves safe online. See Appendix A for links to E-Safety Policy and Stoke Park School Relationships, Sex & Health Education policy.

5.9.3   Any incidents or suspected incidents of 'Sharing of consensual or non-consensual nude and semi-nude images or videos' should be reported to the DSL without delay.

5.9.4   Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include:

- Referrals to the MASH in regards to **all parties involved** (also the police if urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence.

5.9.5   Any incidents of 'Sharing of consensual or non-consensual nude and semi-nude images or videos' involving the following will result in a MASH and sometimes a Police referral:

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.6   Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.7   We will work with parents as necessary if their child is involved in 'Sharing of consensual or non-consensual nude and semi-nude images or videos'.

5.9.8   We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10– Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

5.10.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.10.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.10.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.10.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.11 Serious Violence

5.11.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime such as absence from school, a change in friendship/relationship, a significant decline in performance, signs of self-harm or change in wellbeing, or sign of unexplained injury.

5.11.2 All staff will be made aware of the range of risk factor which will increase the likelihood of involvement in serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.11.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 51 of Keeping Children Safe in Education (2022).

5.12 **Searching, Screening and Confiscation**

5.12.1 Where necessary, searching, screening and confiscation will be used to safeguard children in Stoke Park School.

5.12.2 Stoke ParK School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.12.3 Please see Behaviour Policy for more information on searching, screening and confiscation policy**.**

5.13 Extra-Familial Harm

5.13.1 Stoke Park School recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.13.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside Stoke Park School and/or can occur between children outside these environments.

5.14 Domestic Abuse

5.14.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial, or emotional acts of abuse.

5.14.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

5.15 Online Safety

5.15.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth

of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

- *Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)*
- *Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)*
- *Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)*
- *Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams*

5.15.2 The school understand that the above can take place on a students phone or smart device (including smart watches) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Please see the following policies for further information: E-Safety Policy, including Acceptable Use Policy, Behaviour Policy, RSHE policy.

5.15.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

5.15.4 Remote Education

The school may utilise online learning or remote education, where this will enable learning to continue effectively, in line with our teaching and Learning Policy and Online Safety Policy. Where this is the case, information will be clearly communicated with parents about what software systems are being utilised and any additional relevant safeguarding information.

5.16 Raising Concerns with Social Care

To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH (See flowchart below). The school will follow up referrals if we do not receive feedback from Children's Services.

MASH Telephone: 02476 788 555 **Out of hours Emergency Duty Team:** 02476 832 222
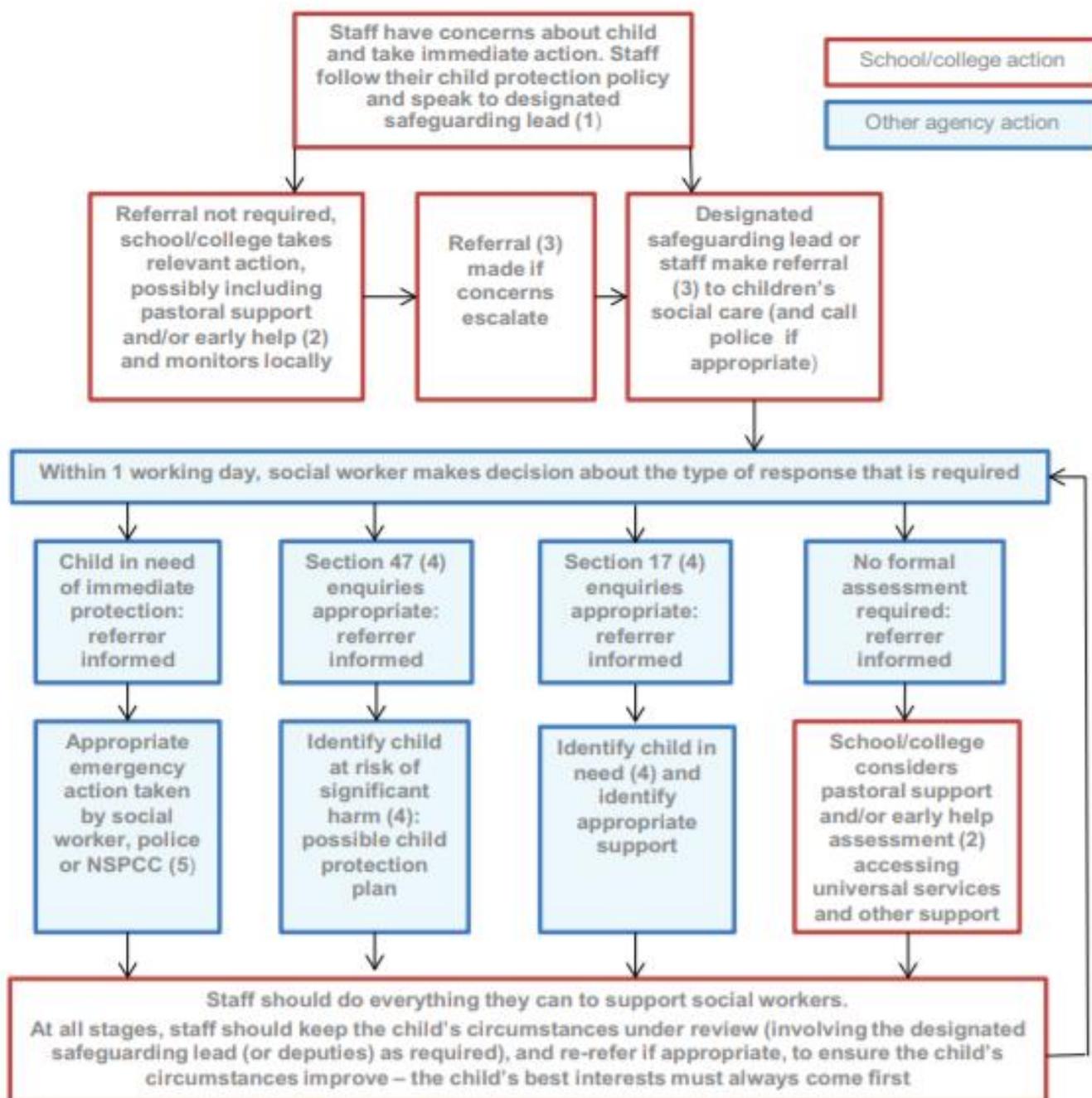
MASH online referral form & Prevent form:
http://www.coventry.gov.uk/safeguardingchildren

Prevent/Channel Referrals:
Refer to MASH (mash@coventry.gov.uk) & CTU_GATEWAY@west-midlands.pnn.police.uk
For Advice: LA Prevent Co-ordinator 024 7683 1437
Anti-terrorism hotline **0800 789 321**

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated safeguarding lead or staff make referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

| Child in need of immediate protection: referrer informed | Section 47 (4) enquiries appropriate: referrer informed | Section 17 (4) enquiries appropriate: referrer informed | No formal assessment required: referrer informed |

| Appropriate emergency action taken by social worker, police or NSPCC (5) | Identify child at risk of significant harm (4): possible child protection plan | Identify child in need (4) and identify appropriate support | School/college considers pastoral support and/or early help assessment (2) accessing universal services and other support |

Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

(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).

5.16.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6   Record-keeping

6.1 **All concerns, discussions and decision made will be recorded in writing and** information will be kept confidential and stored securely.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 Stoke Park School keeps all safeguarding files electronically, using a system called CPOMS (Child Protection Online Monitoring System). Staff can make written records of any safeguarding concerns or disclosures on CPOMS at https://stokepark.cpoms.net

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing using CPOMS. In the event of technological issues or use by a visiting professional the forms in appendix C, can be used.

6.5 Records must be factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.

6.6 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.7 The school will seek to hold at least two emergency contacts for every child.

6.8 All data processed by Stoke Park School is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information: "Privacy Notice for Parents and Pupils – How we use your information" available on the school website.

6.9 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (2022).

7 Confidentiality

7.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Partnership protocols

7.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

7.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information within appropriate contexts.

8 Communication with parents / Carers

Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Services. It will be made clear that this is a legal obligation and not a personal decision. Consent to share information will be sought unless doing so may place someone at greater risk of harm.

9 Photography and Images

9.1 Consent from parents to photograph or video children at school events for promotional reasons will be sought when the child joins Stoke Park School.

9.2 Parents can withdraw consent at any time and must notify Stoke Park School if they do not wish their child's photographs or video to be used.

9.3 Photographs or video of children used publicly will not be displayed with their name or other **identifiable** personal information.

9.4 Photographs or video of children will be processed in line with the General Data Protection Regulation.

9.5 Online Learning may include the use of video conference technology and may involve recording of lessons. Where lessons are recorded students will be informed and recordings will be stored according to Data Protection guidelines and our Privacy Notice.

10   Early Help Assessment

10.1 Stoke Park School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Stoke Park School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Harmony Family Hub
Clifton Street
Hilfields
Coventry
CV1 5GR
Telephone: 024 76 978030

10.2 Stoke Park School works within the Coventry Safeguarding Children Partnership's *'Right Help, Right Time'* framework, available on the CSCP website.

11   Staff Training

11.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Stoke Park School has committed to training staff throughout the academic year. All staff members will be made aware of Stoke Park School's safeguarding processes and structures and will receive training on these as part of their induction, including an online NSPCC training course, CPOMS and Prevent training. As part of this training and their annual refresher, they will also receive:

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct;
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (2022);
- School procedures for Children Missing Education;
- The school Behaviour Policy;
- The Whistle Blowing Policy;
- Guidance for Safer Working Practice for those working with children and young people in education settings (May, 2019) and Addendum (April, 2020)
- Stoke Park School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers;
- The Futures Trust ICT Acceptable Use Policy;
- Stoke Park School's Visitor Management Policy;
- Stoke Park School Educational Visits Policy.

Each of these policies and all relevant documentation can be provided by the HR Manager or DSL and are available on the staff shared drive "sharepoint".

11.2 Staff at Stoke Park School (including governors and volunteers) will receive additional training, Safeguarding Bulletins and Briefings, covering the following topics in the most appropriate level of detail for their role, in response to the current safeguarding context of our community:

- Preventing Extremism,
- Online Safety & 'Sharing of consensual or non-consensual nude and semi-nude images or videos'
- Exploitation of children for criminality or sexual exploitation
- Child on child abuse
- sexual violence and harassment
- So called "Honour Based" Abuse, Forced Marriage, Female Genital Mutilation
- Prejudice Related Incidents
- Mental Health
- Safeguarding SEND students
- Young Carers
- Children who are Looked After
- Drug & Alcohol Misuse
- Children Missing Education or Truanting
- Educational Visits

11.3 The Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training and the DSL Refresher Training every two years.

11.4 The DSL will undertake Prevent awareness training and keep knowledge and skills up to date for example, through e-bulletins, meeting other DSLs, attending Coventry DSL briefings or digesting safeguarding developments as required.

11.5 The Deputy Designated Safeguarding Lead must also meet the training requirements in section 11.3.

11.6 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.

11.7 Up to date records in relation to safeguarding training will be maintained by the school and will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a termly basis.

11.8 Stoke Park School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and ''Sharing of consensual or non-consensual nude and semi-nude images or videos''. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm.

11.9 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

12   Safer Recruitment

12.1 Stoke Park School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (a minimum of two satisfactory references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).
- Verification on the candidate's mental and physical fitness may also be sought

12.2 A record of all checks on members of staff will be recorded on the Single Central Record.

12.3 All new members of staff will be required to obtain DBS clearance. Stoke Park School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

12.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

12.5 We take proportionate decisions on whether to check individuals beyond what is required.

12.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times and risk assessed.

12.7 All safer recruitment practices at Stoke Park School comply with Keeping Children Safe in Education (2022). See Part 3 of Keeping Children Safe in Education (2022) for further information and the Stoke Park School Safer Recruitment policy.

a.   The school will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.

b.   When recruiting volunteers, the school will adhere to and fully implement the Trust's Volunteer Policy.

c.   The school's safer recruitment practices will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a regular basis, and any actions required will be reported to the Head Teacher, Governing Body and Trust.

13 Allegations of abuse against staff

13.1 Stoke Park School takes all safeguarding concerns **including low level concerns** and/or allegations against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (2022) and the CSCP Guidance, 'Allegations against Staff and Volunteers'.

13.2   To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'*. *(Safer Recruitment Consortium, Feb 2022)*.

13.3   A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff Code of Conduct, or may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

Low level concerns are concerns which may not meet the threshold set out above, but may indicate that an adult working in or on behalf of the school may have acted in a way that, is inconsistent with the Code of Conduct, including the requirements of *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'*. *(Safer Recruitment Consortium, Feb 2022)*. A concern that is considered a 'Low-level' concern does not mean it is not significant. Examples may include:

Being overly friendly with children

Having favourites

Taking photographs of children on their personal mobile phone

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;

Humiliating pupils.

See Staff & Volunteer Code of Conduct on School website.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

13.4 Any such concerns or allegations must be reported in accordance with the steps below and the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, which is made accessible to all staff and volunteers. Failure to report is a potential disciplinary matter.

13.5 If a concern or allegation of abuse arises against the Headteacher, **or should there be a conflict of interest to the Headteacher,** it must be **immediately** reported to Joel Phillips - Chair of Governors without delay.

13.6 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer, or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

13.7 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved. In accordance with Keeping Children Safe in Education 2022, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

13.8 The Headteacher or Chair of Governors should consider if the concern or allegation meets the **harms** threshold for Designated Officer intervention, and in doing so will inform and seek advice from the Trust's Operations Director. Schools can **seek guidance/advice if unsure by** contacting The Local Authority designated officer (LADO) contact details can be found of the front of this policy.

13.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

13.10 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

13.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Stoke Park School in managing the allegation.

13.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed if they had not resigned.

13.13 Supply Teachers and all contracted staff

13.13.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are **referred to LADO and the relevant agency informed as the employer.**

13.13.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

13.13.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

13.13.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to **gather information**.

13.14 Governors

If an allegation or concern is about a Governor, the school/college will follow local procedures.

13.15 Volunteers

Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer **prior to satisfactory checks being completed** be alone with children unsupervised or allowed to work in regulated activity.

13.16 Whistleblowing

13.16.1 Stoke Park School operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice, or Stoke Park School's safeguarding processes to the senior leadership team.

13.16.2 The School's Whistleblowing Policy is made accessible to all staff and volunteers and the senior leadership team will take all concerns seriously.

13.16.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Stoke Park School Whistleblowing Policy and Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

14 Promoting safeguarding and welfare in the curriculum

14.1 Stoke Park School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

14.2 **Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled sessions and reinforced throughout the whole curriculum (RSHE)**

14.3 Children at Stoke Park School will receive the following as part of our promotion of safeguarding across the curriculum:

- Embedded programme of personal development across curriculum and pastoral times.
- Relationships, Sex & Relationships and Health Education (RSHE) in line with statutory guidance for 2020, across both pastoral and curriculum time;
- Pastoral Support including information, advice and guidance from the year team;
- Key modules delivered through tutor time covering Mental & Physical Wellbeing including Drugs & Alcohol, Online Safety & Media, Anti-bullying (including cyber bullying, derogatory and prejudicial language, Sexual Harassment and Sexual Violence), Exploitation (sexual and criminal, gangs & youth violence), Diversity & Equality.
- Online Safety Certificate;
- Special events such as Online Safety Day, National CSE Day, outside speakers and creative arts;
- Curriculum input linking to safeguarding topics such as preventing extremism, healthy relationships, community cohesion, sexual relationships, protective behaviours;
- Targeted interventions supporting individuals or small groups of students around topics such as protective behaviours, mental health, exploitation or online safety.
- Working with parents to provide skills and knowledge around safeguarding topics such as online safety and mental health.

15 Children Looked After (CLA)

15.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Stoke Park School recognises that children looked after may have additional vulnerabilities. **The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Sonya Elliott and Miss Natalie Rock.**

15.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

15.3 Stoke Park School will work with Personal Advisors when children leave care (where applicable).

15.4 Stoke Park School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

16 Children with Special Educational Needs, Disabilities or Physical Health Needs

16.1 As outlined in Keeping Children Safe in Education (2022), Stoke Park School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN, disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.[5]

16.2 **Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENDCO.** Staff will be trained in recognising signs of abuse in children with SEN, disabilities or certain medical conditions.

16.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

16.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

17 Use of reasonable force

17.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is **proportionate and** necessary.

17.2 In line with our Behaviour Policy, Staff Code of Conduct and How We Choose to Treat Children, our approach to managing behaviour is to build positive relationships, use a clear system of rewards and consequences to promote good behaviour. In circumstances where this is not effective a senior member of staff is available on an on-call basis. A situation that required use of reasonable force to keep someone safe would be recorded as a safeguarding concern, documented on CPOMS, investigated by the year team and overseen by a senior member of staff. Any situations would be discussed with the Headteacher to ascertain if changes to policy, practice or training were required to avoid future recurrence.

17.3 When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, Stoke Park School will consider the risks and carefully recognise the additional vulnerability of these groups. Stoke Park School will consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

18 Work Experience & Alternative Provision

18.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

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[5] Paragraph 185 Keeping Children Safe in Education, September 2022

18.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

18.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

Please see the school website for more details on work experience, where relevant.

19 Children missing from education, home or care

Stoke Park School will also take action to protect children missing education and children missing from home or care.

19.1 Children Missing Education

A summary of key actions is below but please refer to the specific policy Children Missing Education on the school website and DFE guidance https://www.gov.uk/government/publications/children-missing-education

- Daily attendance monitored by year team after morning registration

- First Day absence procedures followed for all students, text message, phone call, (see attendance policy and CME flowchart).

- Students who are Looked After, on a Child Protection plan or have other identified vulnerabilities, such as police notifications of Domestic Abuse with current Early Help services involvement, the social worker/key worker will be informed of absence and any concerns, after period 1 register is taken. If there is any doubt as to whether a child may be at risk of harm, the Designated Safeguarding Lead will be consulted.

- After 5 days the Local Authority CME team will be informed if no contact has been made with the family, having followed the normal absence process (text messages, phone calls, home visits).

- After a maximum of 10 days, the Children Missing Education Form will be completed and further advice sought.

After 20 days, the Remove From Roll checklist will be completed and advice will be sought from the CME team. The child can only be deleted from the Schools Admission register, with the signature of the Head Teacher on the completed Remove From Roll checklist.

19.2 Children Missing from home or care

Please refer to the relevant section of the policy Children Missing Education on the school website and DFE guidance below

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

20   Private Fostering

Stoke Park School have a duty to refer any children who are living in a private fostering arrangement to the local authority. **Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.**

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 14 days, so we can support them as required.

21 Operation Encompass

Coventry schools are part of an initiative set up by the police called Operation Encompass. If any child is witness to a domestic abuse incident then police will inform the Designated Safeguarding Lead at the school which the children attend, the following morning. More information is available on the school website.

22 Summary

Stoke Park School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A – Further Safeguarding Information

Stoke Park School's safeguarding policy is intended to be used in conjunction with the following policies available on the staff shared drive 'sharepoint'. They are also available on request via reception.

Stoke Park School adheres to Coventry Safeguarding Children Partnership Policies (CSCP), which can be found here:
https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2495/coventry_safeguarding_children_partnership_policies_and_procedures

- Allegations Against Staff or Volunteers (CSCP)
- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Business Continuity Plan
- Children Missing Education Policy
- Complaints Policy
- Critical Incident Prevention Plan
- Data Protection Policy and Privacy Notice
- E-Safety Policy
- Educational Visits Policy
- Equalities Policy
- Futures Trust's Suitability Policy -Statement on the Recruitment of Ex-offenders
- Futures Trust Reference Policy (Providing and requesting)
- Health & Safety Policy
- ICT Acceptable Use Policy
- Managing Professional Disagreements (CSCP)
- Medicine, First Aid & Children/Young people with Medical Needs
- Relationships, Sex and Health Education Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Visitor Management Policy
- Volunteer Policy
- Whistleblowing Policy

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2022, Annex A.

See below for further information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

The following issues are all treated seriously and will result in a safeguarding response as appropriate. Staff are trained in the signs and symptoms to look out for and report to the Designated Safeguarding Lead. Students are also taught about how to keep themselves safe, seek information, advice or guidance on behalf of themselves or any other person they may be concerned about. They are able to do this through confidential advice lines or websites such as ChildLine 0800 1111, School Nurse 07507331949 or NSPCC or by speaking to any staff member they feel comfortable talking to.

More information on each of these safeguarding subjects can also be found on our school website for parents and on sharepoint for staff.

There are links to guidance and policies below or they are available on request by calling the school on 02476 234600.

KCSIE Annex A, has further information and guidance.

Bullying, including cyber- or online-bullying

Please refer to the Stoke Park School Anti-Bullying policy and Online Safety Policy. Also see DFE guidance at https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Child Criminal exploitation (including involvement in county lines)

Please refer to the DFE guidance https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Domestic abuse

Please see also section 18 above and the DFE guidance https://www.gov.uk/guidance/domestic-violence-and-abuse

Radicalisation, Extremism and The Prevent Duty

Please see Appendix D for more information. *Further information https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty*

Fabricated or induced illness

Please refer to the DFE guidance https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

Faith-based abuse

Please refer to the DFE guidance https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Gangs or youth violence & Serious Violence

Please refer to the Stoke Park Behaviour Policy and the DFE guidance https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Gender-based violence

Please refer to the Stoke Park Behaviour Policy and the DFE guidance https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020

Hate

Please refer to the DFE guidance https://educateagainsthate.com/

Homelessness

Please refer to the DFE guidance https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities

(So-called) 'Honour-based' Abuse: Forced marriage

Please refer to the DFE guidance https://www.gov.uk/guidance/forced-marriage

(So-called) 'Honour-based' Abuse: Female genital mutilation

Please refer to the DFE guidance https://www.gov.uk/government/collections/female-genital-mutilation

Mental Health

Please refer to the DFE guidance "Mental Health and Behaviour in Schools."

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

See also Public Health England guidance " Promoting children and young people's emotional health and wellbeing. A whole school approach"

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Online Safety

Please refer to the Stoke Park School E-Safety Policy and the DFE guidance

https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Relationships, Sex & Health Education (RSHE)

Please refer to the separate policy for RSHE on the school website. See also the DFE guidance

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Relationship abuse

Please refer to the Stoke Park Behaviour Policy and guidance at https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Sexual violence or sexual harassment (including child on child abuse)

Please refer to the Stoke Park Behaviour Policy and part 5 of Keeping Children Safe in Education (2022).

Sharing of consensual or non-consensual nude and semi-nude images or videos

Please refer to the Stoke Park E-Safety Policy and DFE guidance https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Trafficking and modern slavery

Please refer to the DFE guidance https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance and
https://www.gov.uk/government/collections/modern-slavery

Appendix B - Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence
- of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Stoke Park School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C

Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL

The information on this form is strictly confidential. Please complete the form and check that it is clear and legible. Hand it to the designated teacher in person as soon as possible. Thank you.

The Child's Details	
Name	
DOB	
Tutor Group	
Address	
Home Contact Number	

The Incident	
Date	
Time	
Outline the incident (use a separate sheet if necessary)	

Action Taken/Other Useful Information	
Action taken by whom	

Your Details	
Your Name	
Your Job Title	
Names of any other staff involved	

Signature ....   Date ....

Time.............................

Appendix D Preventing Extremism and Radicalisation Guidance

Introduction

1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2. Stoke Park School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers 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.

3. Stoke Park School is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

4. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

5. Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Walsall Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2022", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

6. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

7. The Local Authority has a Prevent Coordinator and offers support and challenge in relation to the Prevent agenda. To contact the Prevent Co-ordinator please email prevent@coventry.gov.uk.

8. The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

9. Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

School Ethos and Practice

10. When operating this Policy, the school uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

11. There is no place for extremist views of any kind in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

12. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

13. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

14. Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

15. Please see notes on associated terminology in the Appendix.

The Counter Terrorism and Security Act July 2015

16. The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

17. Schools leaders (including governors) must:

• establish or use existing mechanisms for understanding the risk of extremism

• ensure staff understand the risk and build capabilities to deal with it

• communicate and promote the importance of the duty

• ensure staff implement the duty effectively.

18. Other duties on schools include:

• effective partnership working with other local agencies, e.g. CSCP, police, health, etc.

• information sharing

• maintaining appropriate records

• assessing local risk of extremism (including Far Right extremism)

• demonstrating they are protecting children

• developing clear protocols for visiting speakers

• safeguarding policies that take account of CSCP policies and procedures

• training staff to give them knowledge and confidence

• ensuring there is robust ICT protocols that filter out extremist materials

• school buildings must not be used to give a platform to extremists

19. Ofsted are responsible for monitoring how well schools are implementing this duty.

20. See Appendix 1 for optional schools audit.

Recognising the indicators of vulnerability to radicalisation

21. 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.

22. Students 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.

23. Indicators of vulnerability include:

• **Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

• **Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

• **Personal Circumstances** – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

• **Unmet Aspirations** – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

• **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;

• **Special Educational Need** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

24. More critical risk factors could include:

• Being in contact with extremist recruiters;

• 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; and

• Significant changes to appearance and / or behaviour;

• Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

25. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct/Staff Behaviour policy for staff.

26. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will complete the home office e-learning package on prevent and radicalisation and extremism will be an integral part of annual staff safeguarding training.

27. Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Stoke Park School is Sonya Elliott.

28. 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 or head/principal. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

29. Our school will closely follow the locally agreed procedure as set out by the CSCP for safeguarding individuals vulnerable to extremism and radicalisation.
http://www.coventry.gov.uk/cscp

Teaching Approaches

30. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and students; building resilience in students; improving student skills for collaborative work; improving students' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. The

school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

31. We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our students' experiences and horizons.

Use of External Agencies and Speakers

32. The school encourages the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes following the Visitor Management Policy, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

33. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos.

34. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

• Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

• Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies

• Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

• Activities are matched to the needs of students

• Activities are carefully evaluated by the school to ensure that they are effective.

35. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

36. Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

37. Please refer to the separate Whistleblowing Policy which is available on the school's website and from the School Office.

Recruitment

38. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that appropriate references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

39. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

40. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

41. The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

42. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

43. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022' the Governing Body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

44. Governors will review this policy regularly but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

Standards for Teachers

45. The 2011 (updated 2013) Standards for Teachers (part two) states:

46. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

47. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

• Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

• Having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others

• Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

• Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability, or might lead them to break the law.

48. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

49. NB the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with students and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Policy Adoption, Monitoring and Review

50. This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' 2022 and duties as set out in the Counter Terrorism and Security Act 2015.

51. Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

52. Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

Supporting children who are travelling/have travelled abroad to specific locations

53. If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in Appendix 3. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

54. If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on Appendix 4 which relies on your professional judgment with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indictors for concern around extremism then the Local Security and Partnership Officer will be contacted.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice

https://www.gov.uk/foreign-travel-advice

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)
https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce

Channel Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education 2022

https://www.gov.uk/government/publications/keeping-children-safe-in-education

Appendix & Supporting Letters

Appendix 1 – Optional Schools Audit available from the DSL.

Appendix 2 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations (see below)

Appendix 3 – Letter for Supporting Children who are travelling/have travelled abroad to specific locations. Available from the DSL.

Appendix 2 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations

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                    ┌─────────────────────────────────────┐
                    │  Teacher identifies potential concern │
                    └─────────────────────────────────────┘
                                     │
                                     ▼
                    ┌─────────────────────────────────────┐
                    │ •Clarify concern?                    │
                    │ •Notice/Check/Share (CPOMS)          │
                    │ •Provide context                     │
                    │ •Seek advice from SMT?               │
                    └─────────────────────────────────────┘
                                     │
                                     ▼
                    ┌─────────────────────────────────────┐
                    │            Concern remains           │
                    └─────────────────────────────────────┘
                         │                          │
                         ▼                          ▼
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Immediate action required
- Cause harm to self or another
- Serious aggravating features (evidence on mobile phone, possession of item
- Potential to travel

Not immediate
Discuss with:
- SPOC
- Prevent Coordinator
- Police
- Education Prevent lead
- Manager

- Call 999
- Call Counter Terrorism Hot Line 0800 789 321

Act on advice

No further action

Monitor Agreed plan

Action needed agree plan with
- SPOC
- Coordinator
- other

Document concerns
Incident form