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**Safeguarding children and young people is the responsibility of everyone**

# **Safeguarding and Child Protection Policy**

**September 2018**

**The Futures Trust and Stoke Park School are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment**

**Date of Last Review: September 2018**

**Reviewed by: C Kirk**

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## 1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

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

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.

## 2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff 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' and will consider the wishes of, and at all times, what is in the best interests of each child.

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;
- 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 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.
- 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.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Stoke Park School, in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse 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;
- 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 and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- 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;
- 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 2018)\*<sup>1</sup>
- Working Together to Safeguard Children (June 2018)\*
- Guidance for Safer Working Practice for those working with children and young people in education settings (2015)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 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 A of Keeping Children Safe in Education (September 2018).

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<sup>1</sup> Guidance marked with an asterisk (\*) is statutory.

2.7 This policy should be read in conjunction with the following policies;

- [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 Code of Conduct
- [The Futures Trust 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 ICT Acceptable Use Policy Appendix B](#)
- Stoke Park School's Visitor Management Policy
- [Stoke Park School's Antibullying Policy](#)
- [Stoke Park School's Attendance Policy](#)
- [Stoke Park School's Behaviour for Learning Policy](#)

Each of these policies and all relevant documentation can be provided by colleagues in HR, or by the DSL or Deputy DSL, if VTE access is unavailable.

## **2.8 Scope**

2.8.1 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.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) 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**

3.1.1 The Futures Trust has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Wayne Copeland, Trustee. At School level the named governor for safeguarding is Mrs Lisa Gadsby.

Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and Trust will;

- Ensure that they comply with their duties under legislation;
- Ensure that this policy is reviewed annually, ratified by the Trust and communicated to the Governing Body;
- Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management, Governing Body or Trust.
- 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 that Stoke Park School takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Stoke Park School has an effective child protection policy, that it is published on Stoke Park School's website or available by other means and review this annually;
- Ensure that Stoke Park School has a staff Code of Conduct, which is shared with all current staff and forms part of the induction training for new staff;
- Ensure that all staff and volunteers undergo safeguarding and child protection training on induction and that as part of this they receive Part One and Annex A of Keeping Children Safe in Education 2018.
- Put in place 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;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online;
- Respond to allegations of abuse against the headteacher.
- 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;
- Ensure that children and young people are taught about keeping themselves safe, 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 e.g Child Sexual Exploitation.
- Ensure that children and young people are safeguarded from potentially harmful and inappropriate online material, including ensuring that appropriate filters and monitoring systems are in place;
- Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:
  - Working with the named Early Help Co-ordinator in local Family Hubs regarding resistant families
  - Working to help identify children and young people who are privately fostered
  - Working with the Child Sexual Exploitation (CSE) Team
  - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda
- Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
  - Attendance at case conferences
  - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
  - Contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.

- Ensure that the school adheres to and fully implements the Trust's Safer Recruitment Checklist and the processes that underpin it;
- Ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or in the case of a volunteer, when we cease to use their service as a result of a substantiated allegation; and
- Ensure that the Trust's Whistleblowing Policy is accessible to staff and volunteers and is published on the school's website.

### **3.2 The Role of the Headteacher**

#### **3.2.1 The headteacher will;**

- 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 Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (Likely to be DSL – DSL will still retain ultimate responsibility for this)
- 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 members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- 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 social care 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 (September 2018);and
- Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

### **3.3 The Role of the Designated Safeguarding Lead**

#### **3.3.1 The Designated Safeguarding Lead for Stoke Park School is Caroline Kirk**

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Stoke Park School
- 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;

- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm. The DSL will consult with the MASH team for advice if unsure whether to refer. Thresholds for referral can be found in the "Right Help, Right Time" Guidance available at <http://www.coventry.gov.uk/righthelprighttime>
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the staff and students of 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;
- Be available during school hours for staff to discuss any 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;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- 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;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head for CLA) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member Stoke Park School's community acts in the best interests of the child;
- Regularly meet 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; and
- 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 B of Keeping Children Safe in Education (September 2018).

### **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 or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; behaviour policy; the staff code of conduct 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 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- 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 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 Social Care (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;
- Will receive regularly updated safeguarding and child protection training;
- 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;
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);and
- If concerns or allegations arise regarding a member of staff or the Headteacher, then the processes outlined in section 11 of this document and the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers must be followed.

#### **4 Types of abuse**

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from 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 Working Together to Safeguard Children, 2018)

| 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They 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 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<br><br>Child sexual exploitation (CSE) | <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>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. 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.</p> |

| Type of abuse | Information   |
|---------------|---|
| 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 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 social care (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 social care 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 and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems 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 a privately fostered child.<sup>2</sup>

<sup>2</sup> Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

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 cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Stoke Park School will also take action to protect;

- Children missing education;
- 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 (2018) 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.

4.10 Stoke Park School has a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 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 B for further information on Stoke Park School's Prevent duty.

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

4.13 See Appendix B for further information and guidance on the above issues.<sup>3</sup>

## 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 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 social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

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 indicate 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 of abuse that children have made must be reported immediately in person;

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

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light;
- Listen carefully to what is being said without displaying shock or disbelief;
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe;
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Only ask for clarification if something is unclear and will not ask 'leading' questions;

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<sup>3</sup> 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 B.

- Explain what has to be done next and who has to be told.
- Report the disclosure to the designated safeguarding lead immediately;
- Only discuss the issue with colleagues who need to know about it;
- Write up the disclosure and pass it to the designated safeguarding lead.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** staff are aware of the signs and behaviour which **may** indicate abuse

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. The DSL 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 statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if the DSL 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 the DSL believes that a child is at significant risk of harm, a referral will still be made to children's social care.

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

5.6 See page 19 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

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, but the legislation requires regulated health and social care 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.<sup>4</sup>

5.8 Stoke Park School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and

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<sup>4</sup> \*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

initiation/hazing ceremonies. The staff of Stoke Park School recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Stoke Park School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by recognising that children are capable of abusing their peers and ensuring that abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

5.8.1 Stoke Park School will work to prevent peer on peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to pastoral staff about their concerns
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

5.8.2 In the event that an allegation of peer on peer abuse is made:

- The member of the School community who has heard the disclosure must tell the DSL and record the allegation, but is not to investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

5.8.3 Stoke Park School will work with outside agencies and seek expert and professional up-to-date guidance and practical support on specific peer on peer safeguarding issues, where these issues cannot be resolved using the Pastoral team’s wealth of experience and knowledge. Key issues identified by the Pastoral team at Stoke Park

School include: cyberbullying, sexting, domestic violence, drugs, gangs and youth violence, CSE and mental health. Students will be educated on these issues and given strategies to ensure they can keep themselves safe in all situations.

5.8.4 Stoke Park School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

## **5.9 Youth Produced Sexual Imagery ('sexting')**

5.9.1 'Sexting' 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.

5.9.2 Stoke Park School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. In addition, the e-safety policy and Keeping Children Safe Online are available via the school website for parents and carers

5.9.3 Any incidents or suspected incidents of 'sexting' 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;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Stoke Park School recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

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

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

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 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 Searching, Screening and Confiscation**

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Stoke Park School

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

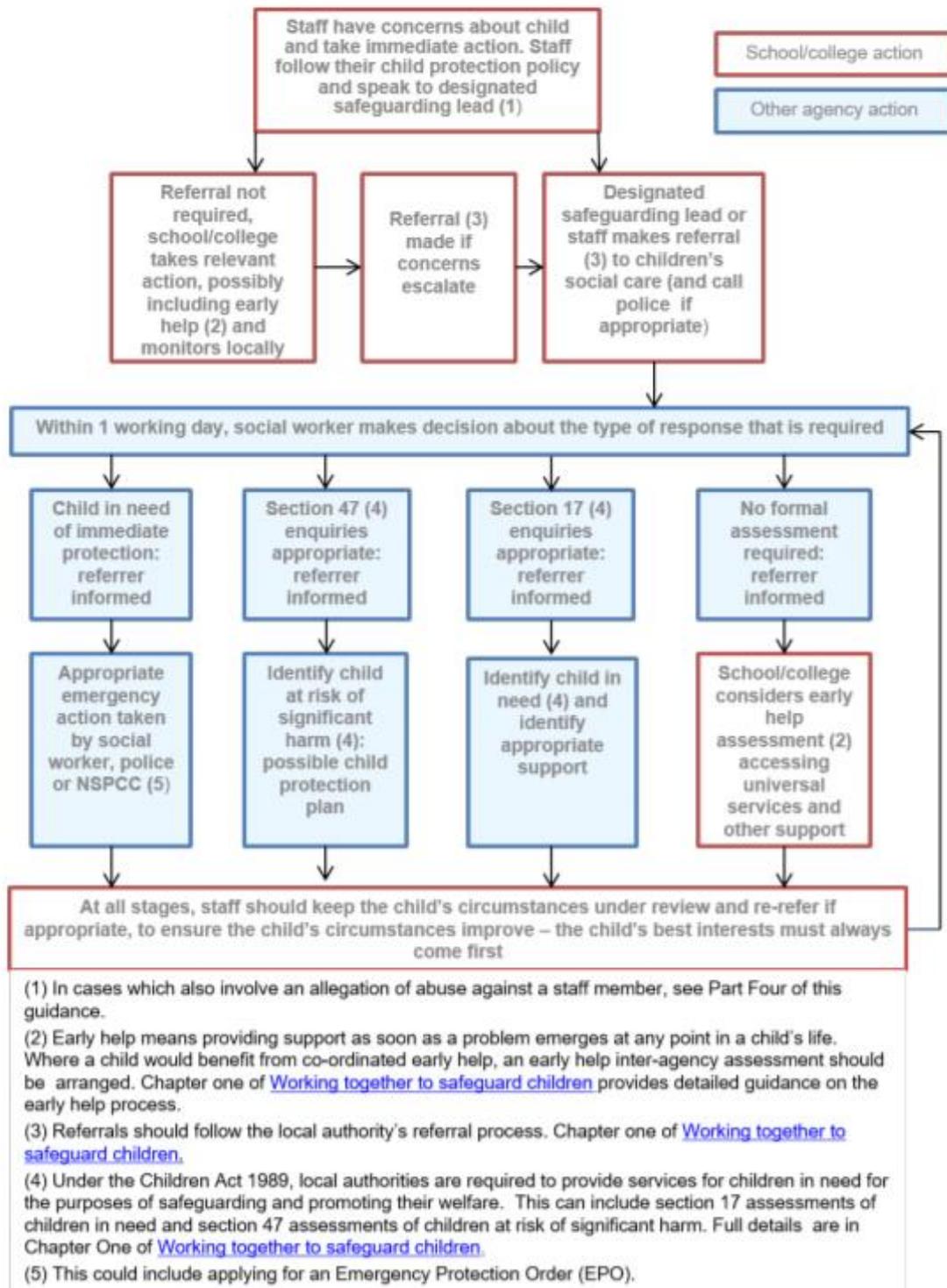
5.10.3 There are legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" in the DfE guidance on Behaviour and Discipline in Schools) enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item. Staff must undertake this in consultation with a member of the leadership team. See the School Behaviour and Rewards Policy for further information.

## Actions where there are concerns about a child



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. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone: 02476 788 555 Out of hours Emergency Duty Team: 02476 832 222**

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Prevent/Channel Referrals:** Refer to MASH and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

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 [LSCB's Escalation Policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

## **6 Record-keeping**

6.1 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.

6.2 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://stokeparksch.cpoms.net>

6.3 Staff will submit all concerns in writing to the DSL via CPOMS 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 form is found in the Safeguarding Folder on the VTE, and attached as [Appendix C](#).

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.

6.4 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.

6.5 The school will seek at least two emergency contacts for every child.

6.6 All data processed by Stoke Park School is done so in line with the General Data Protection Guidelines.

### **6.7 Confidentiality**

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

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

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

## **6.8 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 Social Care 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.

## **7 Photography and Images**

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Stoke Park School on completion of the Data Pack that requires parental / carer permissions.

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

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## **8 Early Help**

8.1 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. The Pastoral team at Stoke Park School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

8.2 Stoke Park School works within the LSCB 'Right Help, Right Time' framework, available on the LSCB website.

## **9 Staff training**

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Stoke Park School has a commitment 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, use of CPOMS training and Prevent training. As part of this training and their annual refresher, they will also receive;

- Part 1 and Annex A of Keeping Children Safe in Education
- The school's Safeguarding and Child Protection policy
- The school's Behaviour and Rewards Policy
- The school's Children Missing in Education Policy
- The staff Code of Conduct

- Guidance for Safer Working Practice for those working with children and young people in education settings
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers

Each of these policies and all relevant documentation can be provided by the HR Manager or DSL if VTE access is unavailable.

9.2 Staff at Stoke Park School will undertake compulsory annual training with termly updates and briefings. In addition, there will be opportunities for further training on key local issues including: FGM, CSE, mental health, gangs and youth violence, cyberbullying, sexual health and working with SEN students. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm. Pastoral Leaders will have updated training from the LSCB provision to support the Early Help work with our students and all Senior Leaders will be required to undertake the NSPCC online and face-to-face Safer Recruitment training. Governors are required to complete the NSPCC online training.

9.2.1 The DSL will attend Coventry DSL briefings and provide the staff and governors with updates on Safeguarding issues and concerns.

9.2.2 The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead then he/she shall meet the training requirements set out in 9.2.3 below.

9.2.3 In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training, and then undertake DSL refresher safeguarding training at least annually or LSCB Level 3 at least every two years (statutory requirement).

9.2.4 The Deputy Designated Safeguarding Lead must also meet the training requirements in section 9.2.3.

9.2.4 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.

9.2.5 Up to date records in relation to safeguarding training will be maintained by the HR Manager of Stoke Park School and will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a termly basis.

## **10 Safer Recruitment**

10.1 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).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 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.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

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

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Stoke Park School comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

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

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

10.10 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 Governing Body and Trust.

10.11 See Safer Recruitment policy for further details.

## **11 Allegations of abuse against staff**

11.1 Stoke Park School takes all allegations against staff seriously and will manage them in line with this policy, the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, 'Managing Allegations against Staff and Persons in a Position of Trust'.

11.2 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 October 2015*)

11.3 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 would pose a risk of harm if they work regularly or closely with children.

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

11.5 All members of staff/volunteers must report any such concerns in accordance with the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers. The Statement is available on the school's Portal and from the HR Office and sets out what staff must and must not do. Failure to report it in accordance with the Statement of Procedures is a potential disciplinary matter.

11.6 The member of staff / volunteer must report their concern immediately and without delay to the Headteacher, or where the Headteacher is the subject of the concern the Chair of the Governing Body. In the absence of the Headteacher they must report to the Designated Safeguarding Lead. In the absence of either party they must report to the next most senior member of staff in school.

11.7 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:

- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
- Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Stress that it was the right thing to share the concerns.
- Explain what has to be done next and who has to be told.
- Make records that are factual, accurate and relevant and avoid subjective judgements.
- Sign and date the record of the disclosure.
- If they are not the Designated Safeguarding Lead- Immediately discuss the allegation with the Designated Safeguarding Lead.
- Ensure that they act in accordance with Part Four of Keeping Children Safe in Education '*Allegations of abuse made against teachers and other staff*' at all times. (Part Four is contained in the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers)

11.8 The member of staff/volunteer must provide the relevant person as specified in

11.7 above with a signed, dated **written** record of their concerns without delay.

11.9 The relevant person receiving the concern/allegation must not unilaterally determine its validity.

11.10 The person will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 14.2** above. In doing so they will inform and seek advice from the Trust's HR Director. If any of the criteria are met then the Headteacher (or DSL or next most senior person) **must contact the LADO within one working day** and provide the LADO with **written** confirmation of the concern. The name and contact telephone of the LADO are given on the front cover of this policy.

11.11 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern

11.12 If concern is raised regarding the Headteacher, then the Chair of Governors must be contacted, whose name and contact telephone number is given on the front cover of this policy. In the absence of the Chair of Governors, the Vice Chair must be contacted, whose name and contact telephone are given on the front cover.

11.13 In the event of a concern regarding the Headteacher, the Chair of Governors (or the Vice Chair) shall inform and seek advice from the Trust's HR Director and contact the LADO (within one working day) whose contact details are given on the front cover of this policy.

#### **11.14 Whistleblowing**

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

11.14.2 The senior leadership team will take all concerns seriously.

11.14.3 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's Whistleblowing Policy and Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 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.

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

e-safety and cyber security education, healthy relationships and sex education, preventing radicalisation and extremism education through city-wide projects, theatre and small group work, education on child sexual exploitation, gangs and grooming, youth violence, customs and practices for newly arrived students, drop-in clinics around mental health, anxiety and stress, one-to-one pastoral care and an access to a range of outside agencies including the school nurse, Streetwise, CRASAC and CAMHS services.

12.3 Parents and Carers of students at Stoke Park School will receive support and guidance on keeping their children safe online and coffee morning drop ins around healthy relationships and local safeguarding issues.

## **13 Children Looked After**

13.1 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 Caroline Kirk

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

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

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

## **14 Children with Special Educational Needs**

14.1 As outlined in Keeping Children Safe in Education (2018), Stoke Park School is aware that children with additional needs or disabilities may be more vulnerable to abuse 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 disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>5</sup>

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

14.3 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.

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

## **15 Use of reasonable force**

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Incidents are recorded in the Restraint book in reception and reviewed by senior staff. It is good practice for the School to inform the parents / carers of the use of reasonable force. The school follows the advice of the DfE, a copy of which can be found on the Safeguarding area of the VTE.

## **16 Work Experience**

16.1. Stoke Park School provides all Key Stage 5 students with work experience linked to their career choices or curriculum areas. This is to provide all the students with an opportunity to enhance their school learning experience by attending at least one block of

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<sup>5</sup> Keeping Children Safe in Education, September 2018

work related learning. The School aims to give students a broad view of the world, develop employability skills and to help prepare for the transition to an adult work environment.

16.2 Key Stage 5 students organise their own work experience placements.

16.3 DBS checks are not required and Stoke Park School is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. This is explained in paragraph 142 of KCSIE.

16.4 For Key Stage 4 students, those under 16 years of age checks may be required; Enhanced Disclosure and Barring Service (DBS) checks with barred list information may be required on some people who supervise a child under the age of 16 on a work-experience placement.

Stoke Park School will decide what checks are necessary after considering the circumstances, including the nature of supervision and the frequency of the activity.

The School will consider whether the work placement is:

- Unsupervised
- Providing the activity overnight or frequently (more than 3 days in a 30-day period)

If the person is unsupervised and in frequent contact with the child, their work is likely to be regulated activity. If this is the case, the School will ask the employer providing the work experience to ensure that the individual is not a barred person, as outlined in paragraphs 140 and 141 of Keeping Children Safe in Education (KCSIE), the Department for Education (DfE's) statutory guidance on safeguarding.

## **17 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**

Stoke Park School's safeguarding policy is intended to be used in conjunction with the following policies;

- Allegations Against Staff or Persons in a Position of Trust Policy (LSCB)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Behaviour and Rewards Policy (including use of mobile phones)
- Children/Young people with Medical Needs
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Equalities Policy
- Escalation and Resolution of Professional Disagreements (LSCB)
- Health & Safety Policy
- HR & Governance Policy
- E- Safety Policy (includes all mobile and school technologies)
- IT Acceptable Use Policy
- PSHE Policy
- Relationships and Sexual Education Policy
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Visitor Management Policy
- Whistleblowing Policy

Stoke Park School adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscb/contents.html>

## **Appendix B – Further Safeguarding Information**

### **Types of Abuse**

As outlined in paragraph 4.6, 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 2018, Annex A.

See below for policy 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.

### **Bullying, including cyber- or online-bullying**

*Stoke Park School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, Pastoral Leader or directly to the DSL or to any trusted member of staff and we will work to resolve it.*

*We also teach children about the dangers of bullying and cyber-bullying through our curriculum. Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour and Rewards Policy and the E-safety Policy*

### **Criminal exploitation (including involvement in county lines)**

Stoke Park School works with the Community Police officers to identify student involvement in criminal activity and receives police reports on a monthly basis. This information is shared between the Police and the School. The School works with outside agencies and the YOS to educate students about involvement in gangs, gang violence and any form of criminal activity.

All reports of possible criminal activity are reported to the DSL via CPOMS and acted on. Stoke Park School will always support the Police in any investigation, providing information provided the data request form has been completed by the Police, providing witness statements and CCTV images when required, following GDPR guidelines. Students have additional support from Streetwise around gang culture and how to keep themselves safe.

### **Domestic abuse**

Stoke Park School receives weekly reports on local families where students have been witness to, or involved in Domestic Violence. This information is recorded on CPOMS and the student monitored by Pastoral Leaders. Early Help via the Pastoral Leader allows the student to discuss concerns and anxieties and develop strategies for coping with the issues. All reports are shared with Social Care as with other allegations of abuse.

### **Fabricated or induced illness**

Stoke Park School works with families and medical professionals to identify students where they, or their parents/ carers have fabricated or induced illnesses. All students' attendance is monitored daily and reasons for absence challenged by Pastoral Leaders. Patterns and reasons for absence are carefully tracked and monitored and medical support requested through the NHS, local clinics or school nurse. Additional support can be sought from CAMHS. All issues recorded on CPOMS.

## **Faith-based abuse**

Stoke Park School works with the local Community religious groups and Community Police officers to identify student involvement in faith-based abuse. This information is shared with parents and the Police. Where concerns would exist about any form of abuse the School would immediately contact the Police.

## **Female genital mutilation**

FGM is a criminal offence- it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases will be dealt with as part of the Stoke Park School safeguarding policies and procedures by reporting directly to the DSL immediately on discovery of the possible offence.

If a girl/young woman is thought to be at risk of FGM, staff should be aware of the need to act quickly – before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure. An interpreter must be used in all interviews with the family if their preferred language is not English. The interpreter must be female. 4. Making a report

The DSL will usually make the referral report. This may be orally or in writing. The report is made to the police in the area in which the girl resides. The legislation requires that the girl is identified and the need to explain why the report is being made. A reference number should be given by the police and this should be recorded.

The advice is to call 101, the single non-emergency number. Reports should be made as soon as possible but usually by the close of the day.

## **Forced marriage**

All cases are to be dealt with through the safeguarding reporting procedures, directly to the DSL immediately. If a girl/young woman is thought to be at risk of forced marriage, staff should be aware of the need to act quickly – before she is coerced into marriage or taken abroad to undergo the marriage. An interpreter must be used in all interviews with the family and individual if their preferred language is not English. The interpreter must be female.

The DSL will usually make the referral report. This may be orally or in writing. The report is made to the police in the area in which the girl resides. A reference number should be given by the police and this should be recorded. The need is to call 101, the single non-emergency number.

## **Gangs or youth violence**

Stoke Park School works with the Community Police officers to identify student involvement in youth violence and receives police reports on a monthly basis. This information is shared between the Police and the School. The School works with outside agencies and the YOS to educate students about involvement in gangs, gang violence and any form of criminal activity.

All reports of possible criminal activity are reported to the DSL via CPOMS and acted on. Stoke Park School will always support the Police in any investigation, providing information provided the data request form has been completed by the Police, providing witness statements and CCTV images when required, following GDPR guidelines. Students have additional support from Streetwise around gang culture and how to keep themselves safe.

## **Gender-based violence**

Stoke Park School takes all forms of gender-based / sexual persuasion bullying and violence seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying or violence to their form tutor, Pastoral Leader or directly to the DSL or to any trusted member of staff and we will work to resolve it. Stoke Park School has an Equality and Diversity student group who meet weekly to discuss LGBTQ+ issues. The staff and students are educated on LGBTQ+ issues and identities through assemblies and the curriculum. We as a school do not accept intolerance and any comments or actions will be challenged. All disclosures or concerns should be reported via CPOMs and Pastoral Leaders alongside the DSL will address these concerns.

## **Hate**

Stoke Park School does not accept intolerance towards others, the ethos of the School is one of mutual respect, tolerance and kindness. Hate crimes, whatever their origin will be dealt with, using support from our local community, local Community police, families and elders of our society. Where the hate crime borders on extremism the School will engage the local CTU team. All reports of these issues must be reported using CPOMS to the DSL. The DSL will gauge the level of hate crime and inform the correct authorities based on the information.

## **Homelessness**

Stoke Park School will make referrals to Social Care in the instance of students becoming homeless or refusing to go home for fear of abuse. All reports or disclosures should be made via CPOMS and directly to a Pastoral Manager or to the DSL.

## **(So-called) 'Honour-based' violence**

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Incidents that may precede a murder include: Physical abuse; Emotional abuse, including: House arrest and excessive restrictions; Denial of access to the telephone, internet, passport and friends; Threats to kill.; Pressure to go abroad where victims are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

When receiving a disclosure from a child, staff at Stoke Park School will be able to recognise the seriousness / immediacy of the risk of harm and report this immediately in person to the DSL.

For a child to report to any person that they have fears of honour based violence in respect of themselves or a family member requires a lot of courage, and trust that the person they disclose to will respond appropriately. Specifically, under no circumstances should the

School allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

Where a child discloses fear of honour-based violence, staff at Stoke Park School will respond in line with Safeguarding children affected by domestic abuse and violence procedures and inform the DSL immediately. The DSL will respond and a referral to Social Care made immediately. In addition, an emergency safety plan will be developed with the child.

### **Radicalisation and Extremism.**

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.

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.

Geoff Thomas is the Prevent Coordinator in Coventry and offers support and challenge in relation to the Prevent agenda.

To contact Geoff please call 02476 831437 or email [Geoff.Thomas@Coventry.gov.uk](mailto:Geoff.Thomas@Coventry.gov.uk)

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'.

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.

At Stoke Park 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. 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.

Reports of extremist viewpoints must be reported via CPOMS or in person immediately to the DSL, the Trained SPOC for the Prevent agenda. The DSL will then follow the required procedure, including contacting the CTU and making referrals to the Channel panel if required once investigated. All extremist views will be challenged.

### **Relationship abuse (see peer-on-peer abuse)**

Staff at Stoke Park School will follow the Safeguarding reporting procedures and practices.

### **Sexual violence or sexual harassment (including peer-on-peer abuse)**

Staff at Stoke Park School will follow the Safeguarding reporting procedures and practices.

### **Sexting**

See section 5.9 of the policy for detailed policy, practice and procedures

### **Trafficking and modern slavery**

Stoke Park School works with the Community Police officers to identify changes in family living arrangements and receives police reports on a monthly basis. This information is shared between the Police and the School. All reports of possible or intended trafficking or modern slavery are reported to the DSL via CPOMS or in person immediately and acted on by making a referral to Social Care in the first instance. Stoke Park School will always support the Police in any investigation, providing information provided the data request form has been completed by the Police. The School will work with the Child Trafficking Advice Centre (CTAC) regarding the concerns that a child or young person has been or is about to be trafficked into or out of the UK. The School has a duty to educate both staff and students on trafficking and modern slavery through assemblies and the curriculum.

### **Children missing from education, home or care**

Stoke Park School will also take action to protect;

- Children missing education
- Children missing from home or care

### **Children Missing Education**

**Stoke Park School follows the statutory guidance on Children Missing Education. This is encapsulated in our Attendance Policy.**

As a result of daily registration, Stoke Park School is particularly well placed to notice when a child has gone missing. The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. Schools must monitor pupils' attendance through their daily register.

All staff are to be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

Once a child has ceased to attend school, the School will make all reasonable enquiries to try and ascertain the child's whereabouts, before making a referral to the Children and Families First Service.

During a normal transition phase (e.g. reception, primary to secondary), a child becomes the responsibility of the new school when the child has been 'allocated' a place. All schools need to adopt this principle to prevent children from 'falling through the net' and becoming missing/lost.

School reasonable enquiries:

- Make telephone enquiries to the parent/carer/relatives;

- Write to the parents/carers/relatives;
- Visit the home of the child/relatives;
- Speak to the child friends to ascertain their whereabouts.

Where contact is successfully made with parents/carers but a pupil's attendance continues to cause concern i.e. below 85%, normal protocol to support attendance would follow.

After a maximum of 10 days, if the whereabouts of the child and family are still not known following these checks, the school should complete the Children Missing Education referral form and forward to the:

Children and Families First Service (CFFS), Moseley Avenue, Coventry, CV6 1AB

via the BSC Functional Email: BSCCoundon@coventry.gov.uk

(Telephone: 02476786879).

Head teachers are required to inform the CFFS School worker and CFFS CME Officer of any child who has not attended for 4 weeks without provision of reasonable explanation.

N.B. If the missing pupil, or any sibling, is subject to a Child Protection Plan, then action should be taken on the same day. Schools should refer to the Child Protection Plan and inform the Key Worker of the child's circumstances immediately.

Similarly, if the child is Looked After by the Local Authority, then the child's Social Worker should be contacted directly.

Other missing families might also give cause for concern, for example, if domestic violence has been a known feature of family life. The School will need to decide whether these children are at risk and should be referred immediately to Social Care.

### **Children Missing from home or care**

Stoke Park School follows the statutory guidance on Children missing from home or care. This is encapsulated in our attendance policy and procedures. This is supported by the Children's Society Guide for education.

The School, through its attendance monitoring protocol will identify children Missing from the home or care. Immediately the DSL or Deputy DSL will contact the Police and contact Social Services.

### **Private Fostering**

Stoke Park School has a duty to refer any children who are living in a private fostering arrangement to the local authority.

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 28 days. The School will work with the family and carers to ensure the welfare and safety of the child. Home visits by Pastoral Leaders will be regularly arranged alongside Social Care intervention.

### **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**

**Confidential**

**Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL  
to be used if CPOMS cannot be accessed**



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.

| <b>The Child's Details</b> |  |
|----------------------------|--|
| Name                       |  |
| DOB                        |  |
| Tutor Group                |  |
| Address                    |  |
| Home Contact Number        |  |

| <b>The Incident</b>                                      |  |
|--|--|
| Date   |  |
| Time   |  |
| Outline the incident (use a separate sheet if necessary) |  |

| <b>Action Taken/Other Useful Information</b> |  |
|--|--|
| Action taken by whom                         |  |

| <b>Your Details</b>               |  |
|-----------------------------------|--|
| Your Name                         |  |
| Your Job Title                    |  |
| Names of any other staff involved |  |

Signature .....  
Time.....

Date .....