



The Parks School

Motivate • Challenge • Support

Safeguarding, Child Protection and Early Help Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

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Key Contacts

Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

NAME	ROLE	CONTACT DETAILS
Head teacher	Steven Williams	stevenwilliams@inspiretes.co.uk 01942909033
Designated Safeguarding Lead (DSL)	Danny Leyland	dannyleyland@inspiretes.co.uk 01942909033
Deputy Designated Safeguarding Lead (DDSL)	Steven Williams	stevenwilliams@inspiretes.co.uk 01942909033
Proprietor	Paul Keogh	paul@inspirecs.org 01744 661201
Chair of Governors/Trustee s		
Designated Teacher for Looked After Children	Danny Leyland	dannyleyland@inspiretes.co.uk 01942909033
Virtual School Head	Charmaine Tarring	c.tarring@wigan.gov.uk
Virtual School Lead	Michelle Amberry	m.amberry@wigan.gov.uk
LADO	Heather Martin	lado@wigan.gov.uk
Children's First Partnership Hub	Early Help / Children's Social Care	01942 828300
Wigan Safeguarding Partnership		wscb@wigan.gov.uk
CAMHS Link worker School		
Nursing / Health Visiting service		
Family Hub		Only applicable to those areas where the hub has been opened
Housing		

1 – Introduction

1.1 Purpose of this Policy

At The Parks School, safeguarding is at the heart of everything we do. We are committed to creating a culture where every pupil feels safe, respected, valued and listened to. Our safeguarding practice is child-centred, trauma-informed and underpinned by positive relationships, recognising that every member of our school community has a responsibility to safeguard and promote the welfare of children.

This policy sets out the arrangements by which The Parks School fulfils its statutory safeguarding duties and provides clear guidance for staff, governors, volunteers, contractors, visitors and external professionals. It reflects current legislation and statutory guidance and should be read alongside the school's wider safeguarding procedures and related policies.

Safeguarding is not simply about protecting children from abuse or neglect. It encompasses all aspects of promoting children's welfare, protecting them from harm, supporting their emotional wellbeing and ensuring they are able to achieve their full potential in a safe and supportive environment.

1.2 Our Safeguarding Commitment

The Parks School is committed to:

- safeguarding and promoting the welfare of every pupil
- creating an environment where children feel safe, respected and valued
- listening to and acting upon the voice of the child
- recognising that safeguarding is everyone's responsibility
- identifying concerns early and providing timely support
- working collaboratively with parents, carers and partner agencies
- maintaining a strong culture of professional curiosity
- ensuring all safeguarding decisions are made in the best interests of the child.

Our specialist SEMH provision recognises that many pupils have experienced trauma, adverse childhood experiences (ACEs), disrupted attachments or significant emotional challenges. Our safeguarding practice is therefore relationship-based, restorative and trauma-informed whilst maintaining high expectations and clear professional boundaries.

1.3 Legal Framework

This policy has been developed in accordance with current legislation and statutory guidance, including (but not limited to):

Primary Legislation

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002
- Education (Independent School Standards) Regulations 2014
- Counter-Terrorism and Security Act 2015
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Online Safety Act 2023

Statutory Guidance

- Keeping Children Safe in Education (September 2026)
- Working Together to Safeguard Children (2026)
- Working Together to Improve School Attendance (2026)
- Information Sharing: Advice for Practitioners (2024)
- Prevent Duty Guidance (current edition)
- SEND Code of Practice
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance

Where appropriate, the school also follows local safeguarding partnership procedures and threshold guidance to support effective multi-agency working.

1.4 Definition of Safeguarding

Safeguarding and promoting the welfare of children means:

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

Safeguarding extends beyond child protection and includes:

- health and safety;
- behaviour and anti-bullying;
- attendance;
- mental health and emotional wellbeing;
- online safety;
- filtering and monitoring;
- medical needs;
- educational visits;
- first aid;
- site security;
- safer recruitment;
- pupil welfare;
- personal development;
- early help.

1.5 Aims of this Policy

This policy aims to ensure that:

- every pupil is protected from abuse, neglect, exploitation and harm;
- safeguarding arrangements are effective, robust and consistently applied;
- all adults understand their safeguarding responsibilities;

- children know how to seek help and feel confident that concerns will be taken seriously;
 - concerns are identified early and acted upon promptly;
 - effective multi-agency working supports the needs of pupils and families;
 - safeguarding practice reflects current legislation and national guidance;
 - all staff receive appropriate safeguarding training and supervision.
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1.6 How We Achieve These Aims

The Parks School achieves these aims by:

- creating a safe, welcoming and inclusive learning environment;
 - building positive, trusting relationships with pupils;
 - delivering a broad and balanced curriculum that promotes safeguarding, resilience, personal development and spiritual, moral, social and cultural development;
 - listening to pupils and ensuring their views inform safeguarding decisions;
 - maintaining clear safeguarding procedures for reporting concerns;
 - working in partnership with families and external agencies;
 - promoting a culture of vigilance, professional curiosity and accountability;
 - ensuring safer recruitment procedures are rigorously followed;
 - providing regular safeguarding training for all staff;
 - monitoring safeguarding practice through quality assurance, audits and governance.
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1.7 Teaching Safeguarding Through the Curriculum

Safeguarding is embedded throughout the curriculum and wider life of the school.

Through PSHE, RSHE, Citizenship, Computing and Personal Development, pupils learn about:

- healthy relationships;
- consent and respectful behaviour;
- emotional wellbeing;
- recognising abuse;
- online safety;

- cyberbullying;
- grooming;
- exploitation;
- radicalisation;
- discrimination;
- equality and diversity;
- personal safety;
- resilience;
- seeking help and reporting concerns.

The curriculum is adapted to meet the individual needs of pupils with SEMH, recognising their communication styles, emotional development and previous life experiences.

1.8 Related Policies

This policy should be read alongside the schools:

- Behaviour, Relationships and Positive Development Policy
- Staff Code of Conduct
- Use of Reasonable Force Policy
- Online Safety Policy
- Attendance Policy
- RSHE Policy
- SEND Policy
- Health and Safety Policy
- First Aid Policy
- Whistleblowing Policy
- Complaints Policy
- Accessibility and Disability Policy
- Equality, Diversity & Inclusion Policy
- Data Protection Policy

- Safer Recruitment Policy
 - Risk Assessment Policy
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1.9 Key Messages for Staff

Every adult working at The Parks School must remember:

- Safeguarding is everyone's responsibility.
 - The welfare of the child is paramount.
 - No concern is too small to report.
 - Professional curiosity saves lives.
 - Always listen to the child.
 - Record concerns accurately and promptly.
 - Never promise confidentiality.
 - Always report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.
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2. Scope of this Policy

2.1 Scope

This Safeguarding, Child Protection and Early Help Policy applies to every adult working on behalf of The Parks School, including:

- The Proprietor
- Headteacher
- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Leads (DDSLs)
- Teaching staff
- Teaching Assistants
- Support staff
- Administrative staff
- Site and premises staff

- Volunteers
- Agency staff
- Contractors
- Visitors
- Governors (where applicable)
- External professionals working within the school

Every adult has an individual and collective responsibility to safeguard and promote the welfare of children.

Safeguarding is embedded in every aspect of school life and extends beyond child protection. It includes the promotion of pupils' physical, emotional, social and mental wellbeing and reflects our commitment to providing a safe, nurturing and inclusive environment in which every child can thrive.

2.2 What Safeguarding Means

In accordance with *Keeping Children Safe in Education (September 2026)* and *Working Together to Safeguard Children (2026)*, safeguarding encompasses:

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

Safeguarding also includes:

- child protection;
- early help;
- attendance;
- behaviour and positive relationships;
- anti-bullying;
- mental health and emotional wellbeing;
- online safety;
- filtering and monitoring;

- medical needs;
- educational visits;
- first aid;
- safer recruitment;
- site security;
- personal development;
- PSHE and RSHE;
- equality and inclusion.

2.3 Categories of Abuse

All staff must understand the four recognised categories of abuse as defined in statutory guidance:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect**

Definitions and indicators of abuse are provided within the appendices of this handbook. Staff should remain vigilant to the possibility that children may experience multiple forms of abuse simultaneously.

The Parks School also recognises that safeguarding concerns may arise through:

- Child-on-child abuse
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Domestic Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour-Based Abuse
- Radicalisation and Extremism

- Online Abuse
- AI-enabled abuse and deepfakes
- Sextortion
- Missing Education
- Mental Health concerns
- Serious Violence
- Modern Slavery
- Trafficking
- Grooming
- Self-harm and suicide risk

These issues are addressed in greater detail later within this handbook.

2.4 Expectations of Staff

Every member of staff is expected to:

- understand that safeguarding is everyone's responsibility;
- read and comply with this policy;
- read and understand **Part One (KCSiE 2026 PART 1) of Keeping Children Safe in Education (September 2026)**;
- recognise signs and indicators of abuse, neglect and exploitation;
- maintain professional curiosity;
- respond appropriately to disclosures;
- report concerns immediately to the DSL or DDSL;
- record concerns accurately and objectively;
- participate in safeguarding training and updates;
- contribute to Early Help, Child in Need, Child Protection and multi-agency plans where appropriate;
- maintain professional boundaries at all times;
- promote the welfare of every pupil.

Safeguarding responsibilities apply equally to permanent, temporary and agency staff, volunteers, contractors and visitors.

2.5 The Parks School Safeguarding Culture

The Parks School believes that safeguarding is most effective when it is embedded within a positive school culture.

Our pupils often present with complex Social, Emotional and Mental Health (SEMH) needs and may have experienced trauma, adverse childhood experiences, disrupted attachments or significant loss.

We therefore recognise that:

- behaviour is often a form of communication;
- trusting relationships are protective;
- emotional safety underpins learning;
- consistency promotes regulation;
- early intervention prevents escalation;
- every child deserves to be listened to.

Safeguarding at The Parks School is underpinned by our core values:

Motivate

We inspire every pupil to believe they can succeed by building trust, confidence and aspiration.

Challenge

We encourage every pupil to become the best version of themselves through high expectations, resilience and personal responsibility.

Support

We never give up on a young person and provide personalised, trauma-informed support to remove barriers to learning and wellbeing.

2.6 Responding to Concerns and Disclosures

Every safeguarding concern must be treated seriously.

Staff must never assume that another adult will report a concern on their behalf.

Staff should always:

- remain calm;
- listen carefully;
- reassure the child;
- use open prompts such as:
 - *Tell me...*
 - *Explain...*
 - *Describe...*
- avoid interrupting;
- record the child's own words wherever possible;
- report immediately to the DSL or DDSL.

Staff must never:

- investigate allegations;
- ask leading questions;
- promise confidentiality;
- contact the alleged perpetrator;
- delay reporting;
- discuss concerns with colleagues who do not need to know;
- take photographs of injuries unless specifically instructed by statutory agencies.

All safeguarding concerns must be recorded using the school's safeguarding recording system (Ed:Gen) before the end of the working day wherever possible.

2.7 The Voice of the Child

The welfare of the child is paramount.

The Parks School places the child's voice at the centre of safeguarding practice.

Children will be:

- listened to respectfully;
- involved in decisions affecting them where appropriate;
- supported to express their wishes and feelings;
- provided with trusted adults whom they can approach;
- reassured that concerns will be taken seriously.

Staff recognise that many children may not recognise they are being abused or may be unable to disclose concerns because of fear, shame, trauma, coercion or communication difficulties. Professional curiosity and relationship-based practice are therefore essential.

2.8 Working with Parents and Carers

The Parks School values positive partnerships with parents and carers and will work openly with families wherever it is safe and appropriate to do so.

However, information will not be shared where doing so could:

- place a child at increased risk of harm;
- place another person at serious risk;
- compromise a criminal investigation;
- prejudice statutory safeguarding enquiries;
- delay protective action.

The safety and welfare of the child will always take precedence over parental consent where safeguarding concerns exist.

2.9 Private Fostering

Where the school becomes aware that a pupil is living in a private fostering arrangement, the Designated Safeguarding Lead will ensure that the relevant Local Authority Children's Services are notified in accordance with statutory requirements and will continue to monitor the child's welfare through regular safeguarding oversight.

3. Safe Setting, Safe Staff

3.1 Commitment to a Safe Environment

The Parks School is committed to providing a safe, secure and welcoming environment where pupils are protected from harm and able to thrive academically, socially and emotionally. Safeguarding is integral to every aspect of school life and underpins all policies, procedures and professional practice.

We recognise that creating a safe environment extends beyond physical security. It includes promoting emotional safety, positive relationships, online safety, effective supervision and a culture in which pupils feel listened to, respected and supported.

Our specialist SEMH provision recognises that many pupils have experienced trauma, adverse childhood experiences (ACEs) or disrupted attachments. Consequently, we adopt a trauma-informed, relationship-based approach whilst maintaining clear safeguarding procedures and high professional standards.

3.2 Creating a Safe School Environment

The Parks School will ensure that appropriate arrangements are in place to provide a safe learning environment for all pupils, staff and visitors.

These arrangements include:

- secure access to school buildings and grounds;
- visitor management procedures;
- safeguarding signage and information;
- supervision throughout the school day;
- appropriate staff deployment;
- effective risk assessment procedures;
- educational visits and off-site learning risk management;
- fire safety and emergency procedures;
- first aid provision;
- health and safety compliance;
- online safety measures;
- filtering and monitoring systems;

- safeguarding through curriculum delivery;
- appropriate supervision during transport and community visits.

The school recognises that safeguarding extends to all environments in which pupils learn, including off-site activities, work-related learning, educational visits and digital environments.

3.3 Responsibilities of the Proprietor

The Proprietor has strategic responsibility for ensuring that effective safeguarding arrangements are implemented throughout the school.

The Proprietor will ensure that:

- safeguarding remains a standing priority within school governance;
- statutory safeguarding duties are fulfilled;
- safeguarding policies are reviewed at least annually;
- sufficient resources are available to safeguard pupils effectively;
- leaders are appropriately supported and challenged;
- safer recruitment procedures are consistently implemented;
- the Single Central Record is maintained and monitored;
- safeguarding audits are undertaken regularly;
- lessons learned from safeguarding incidents inform school improvement;
- safeguarding forms part of the school's quality assurance programme.

The Proprietor will receive regular safeguarding reports from the Headteacher and Designated Safeguarding Lead (DSL) to ensure appropriate oversight of safeguarding practice.

3.4 Leadership Responsibilities

The Headteacher is responsible for ensuring that safeguarding is embedded throughout every aspect of school life.

This includes ensuring:

- safeguarding policies are implemented consistently;
- staff understand their safeguarding responsibilities;

- pupils are protected from harm;
 - sufficient staffing and supervision are maintained;
 - safeguarding concerns are responded to promptly;
 - staff receive appropriate safeguarding training;
 - safeguarding practice is monitored through quality assurance activities;
 - appropriate support is available for pupils with additional vulnerabilities.
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3.5 Designated Safeguarding Lead (DSL)

The school has an appropriately trained Designated Safeguarding Lead who is a member of the Senior Leadership Team.

The DSL is responsible for:

- leading safeguarding practice across the school;
- providing safeguarding advice and support to staff;
- managing referrals to Children's Social Care and other agencies;
- maintaining secure safeguarding records;
- coordinating multi-agency working;
- overseeing Early Help;
- ensuring safeguarding training is delivered;
- promoting a strong safeguarding culture throughout the school.

Deputy Designated Safeguarding Leads are trained to the same standard and provide safeguarding cover whenever the DSL is unavailable.

3.6 Safer Recruitment

The Parks School is committed to preventing unsuitable adults from working with children.

The school will ensure that:

- safer recruitment procedures are followed for every appointment;
- recruitment panels include at least one member who has completed accredited Safer Recruitment training;
- appropriate pre-employment checks are completed before employment commences;

- identity, qualifications and employment history are verified;
 - enhanced DBS and barred list checks are undertaken where required;
 - prohibition, Section 128 and overseas checks are completed where applicable;
 - the Single Central Record is maintained accurately and reviewed regularly.
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3.7 Staff Induction and Training

Every adult working within The Parks School receives safeguarding induction before working unsupervised with pupils.

Induction includes:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour, Relationships and Positive Development Policy
- Use of reasonable Force Policy
- Whistleblowing Policy
- Online Safety Policy
- Keeping Children Safe in Education (September 2026)
- identity of the DSL and Deputy DSLs
- safeguarding reporting procedures
- filtering and monitoring arrangements
- emergency procedures

Safeguarding training is refreshed regularly in line with statutory guidance and local safeguarding priorities.

Additional specialist training includes:

- Prevent Duty
- Child-on-child abuse
- Online Safety
- Mental Health
- Trauma-informed practice
- Team Teach

- Positive Behaviour Support
 - Equality and Inclusion
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3.8 Staff Responsibilities

Every adult working within The Parks School has an individual responsibility to safeguard children.

Staff are expected to:

- remain vigilant;
- demonstrate professional curiosity;
- recognise signs of abuse;
- report concerns immediately;
- record concerns accurately;
- maintain professional boundaries;
- contribute to safeguarding plans where appropriate;
- attend safeguarding training;
- promote pupils' welfare at all times.

Safeguarding is everyone's responsibility.

3.9 Visitors and Contractors

All visitors must:

- report to Reception;
- sign in and out;
- wear visitor identification;
- receive safeguarding information;
- remain under appropriate supervision unless safeguarding checks have been verified;
- report safeguarding concerns immediately to the DSL.

Professional visitors will be asked to provide identification confirming their professional status where appropriate.

Contractors working on site will be risk assessed according to the nature of their work and their level of access to pupils.

3.10 Parents and Carers

Parents and carers are valued partners in safeguarding.

The school will:

- publish this policy on its website;
- make copies available on request;
- communicate safeguarding responsibilities clearly;
- work openly with families wherever appropriate;
- involve parents in safeguarding decisions where it is safe to do so.

Where safeguarding concerns exist, the welfare of the child will always take precedence.

3.11 Continuous Review

Safeguarding is a dynamic process requiring continuous monitoring and improvement.

The Parks School will:

- review this policy annually or sooner where required;
 - monitor safeguarding practice through regular audits;
 - evaluate incidents and identify lessons learned;
 - review safeguarding training;
 - monitor compliance with statutory guidance;
 - seek feedback from pupils, staff and external professionals;
 - use quality assurance activities to strengthen safeguarding arrangements.
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Key Principles

At The Parks School we believe:

- Every child has the right to feel safe.
- Safeguarding is everyone's responsibility.

- Safe recruitment protects children.
 - High-quality training leads to safer practice.
 - Professional curiosity saves lives.
 - Strong relationships are protective.
 - Leadership creates a culture where safeguarding is everyone's priority.
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4. Roles and Responsibilities

4.1 Safeguarding is Everyone's Responsibility

Safeguarding and promoting the welfare of children is the responsibility of every adult working at The Parks School.

Every member of staff, volunteer, contractor, visitor and external professional working on behalf of the school has a duty to:

- protect children from harm;
- promote their welfare;
- remain vigilant to signs of abuse, neglect or exploitation;
- act immediately upon any safeguarding concern;
- maintain professional curiosity;
- work collaboratively with colleagues and external agencies;
- place the welfare of the child above all other considerations.

No member of staff should ever assume that someone else will take action on their behalf.

4.2 The Proprietor

The Proprietor has overall strategic responsibility for safeguarding across The Parks School and will ensure that effective safeguarding arrangements are established, implemented and regularly reviewed.

The Proprietor will:

- ensure safeguarding remains a strategic priority;
- appoint an appropriately trained Designated Safeguarding Lead (DSL);
- ensure safeguarding policies comply with current legislation;

- receive regular safeguarding updates;
 - provide appropriate challenge and support to senior leaders;
 - oversee safer recruitment arrangements;
 - monitor the effectiveness of safeguarding through audits and quality assurance;
 - ensure sufficient resources are available to safeguard pupils effectively;
 - review safeguarding arrangements annually.
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4.3 The Headteacher

The Headteacher is responsible for embedding a culture in which safeguarding is everyone's responsibility.

The Headteacher will:

- promote a strong safeguarding culture;
 - ensure safeguarding policies are implemented consistently;
 - support the Designated Safeguarding Lead;
 - allocate sufficient staffing and resources;
 - ensure all safeguarding concerns are managed appropriately;
 - oversee safer recruitment procedures;
 - ensure appropriate staff training;
 - monitor safeguarding practice throughout the school;
 - ensure pupils receive appropriate support following safeguarding concerns.
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4.4 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is the school's senior professional responsible for safeguarding and child protection.

The DSL is a member of the Senior Leadership Team and has the authority, knowledge, time and resources required to fulfil the responsibilities outlined within *Keeping Children Safe in Education (September 2026)*.

The DSL will:

Leadership

- lead safeguarding across the school;
- promote a positive safeguarding culture;
- advise and support staff;
- act as the school's safeguarding expert.

Managing Concerns

- receive and assess safeguarding concerns;
- determine appropriate safeguarding responses;
- make referrals to Children's Social Care, Police and other agencies where appropriate;
- oversee Early Help interventions;
- coordinate safeguarding plans.

Record Keeping

- maintain accurate safeguarding records;
- ensure records are factual, signed and dated;
- store records securely;
- ensure safeguarding files remain separate from educational records;
- transfer safeguarding files securely when pupils move schools;
- obtain confirmation of receipt from receiving schools;
- retain records in accordance with statutory guidance and the school's Records Management Policy.

Multi-Agency Working

The DSL will:

- attend strategy meetings;
- contribute to Child Protection Conferences;
- attend Child in Need meetings;
- participate in Early Help meetings;

- contribute to Education, Health and Care Plan (EHCP) reviews where safeguarding is relevant;
- coordinate communication with external agencies.

Supporting Staff

The DSL will:

- provide safeguarding advice;
- deliver regular safeguarding updates;
- identify training needs;
- support staff following safeguarding incidents;
- promote reflective practice.

Online Safety

The DSL will oversee:

- online safeguarding;
- filtering and monitoring arrangements;
- digital safeguarding incidents;
- AI-related safeguarding risks;
- cyber safeguarding;
- online exploitation concerns.

4.5 Deputy Designated Safeguarding Leads

Deputy DSLs receive safeguarding training equivalent to that of the DSL and provide operational safeguarding support.

Deputy DSLs will:

- act in the absence of the DSL;
- support safeguarding investigations;
- attend safeguarding meetings;
- maintain safeguarding records;
- support Early Help interventions;
- advise staff where appropriate.

4.6 All Staff

Every member of staff must:

- read and understand *Keeping Children Safe in Education (September 2026)*;
- understand this policy;
- recognise indicators of abuse;
- maintain professional curiosity;
- listen carefully to pupils;
- respond appropriately to disclosures;
- report concerns immediately;
- complete safeguarding records promptly;
- contribute to safeguarding plans where appropriate;
- attend safeguarding training and updates.

Staff must never:

- investigate allegations themselves;
- promise confidentiality;
- delay reporting concerns;
- assume another adult has acted.

4.7 Teachers and Teaching Assistants

Teaching staff and Teaching Assistants have a particularly important role because of the daily relationships they build with pupils.

They will:

- create emotionally safe classrooms;
- promote positive relationships;
- teach safeguarding through the curriculum;
- identify changes in presentation or behaviour;
- support emotional regulation;

- recognise behaviour as communication;
 - contribute to Early Help;
 - support Child Protection planning;
 - communicate concerns promptly.
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4.8 Supporting Children and Young People

The Parks School recognises that safeguarding extends beyond responding to immediate concerns and includes promoting children's overall wellbeing through early intervention and coordinated support.

Where emerging needs are identified, the school will consider whether an **Early Help Assessment** is appropriate in accordance with *Working Together to Safeguard Children (2026)*.

Early Help aims to:

- identify concerns at the earliest opportunity;
- prevent difficulties from escalating;
- coordinate support for children and families;
- improve educational, emotional and social outcomes.

The school will work collaboratively with pupils, families and partner agencies to develop support plans that are regularly reviewed and adapted to meet changing needs.

Where concerns increase or indicate that a child may be suffering, or is likely to suffer, significant harm, an immediate referral will be made to Children's Social Care.

4.9 Supporting Pupils

The Parks School supports pupils by:

- promoting positive relationships;
- encouraging self-esteem and resilience;
- delivering high-quality PSHE and RSHE;
- teaching online safety;
- promoting healthy relationships;
- providing emotional and pastoral support;

- listening to the voice of the child;
- working collaboratively with families;
- contributing to multi-agency planning;
- supporting pupils during periods of transition.

Where pupils move to another school, safeguarding information will be transferred securely and promptly to ensure continuity of support.

4.10 Artificial Intelligence (AI)

The Parks School recognises that Artificial Intelligence (AI) presents both educational opportunities and safeguarding risks.

The school will:

- educate pupils about the safe, ethical and responsible use of AI;
- teach pupils to recognise AI-generated misinformation, deepfakes and manipulated media;
- ensure filtering and monitoring systems reduce access to harmful AI-generated content;
- prohibit the sharing of confidential or personal information through generative AI platforms unless explicitly authorised and secure;
- provide staff with guidance on the appropriate educational use of AI;
- review emerging technologies to ensure safeguarding arrangements remain effective.

AI will be used only where it enhances learning and never in a way that compromises safeguarding, privacy or professional judgement.

4.11 Safeguarding Pupils with SEND

The Parks School recognises that pupils with Special Educational Needs and Disabilities (SEND), including those with Social, Emotional and Mental Health (SEMH) needs, may face additional barriers to recognising abuse, communicating concerns or accessing support.

Staff will remain alert to the possibility that:

- indicators of abuse may be incorrectly attributed to a pupil's disability or additional needs;
- communication differences may affect disclosure;

- pupils may experience increased vulnerability to bullying, exploitation or online harm;
- social isolation may increase safeguarding risks;
- behavioural changes may indicate unmet safeguarding needs rather than solely reflecting SEND.

Reasonable adjustments will be made to ensure every pupil can communicate concerns, understand safeguarding information and access appropriate support.

Safeguarding decisions will always place the child at the centre and will never rely on assumptions based on diagnosis or disability.

Key Principles

At The Parks School:

- Safeguarding is everyone's responsibility.
- Every concern matters.
- Professional curiosity protects children.
- Strong relationships support effective safeguarding.
- Early Help prevents escalation.
- Multi-agency working improves outcomes.
- Every child has the right to feel safe, heard and protected.

5. Information Sharing and Confidentiality

5.1 Principles of Information Sharing

The Parks School recognises that effective safeguarding depends upon timely, appropriate and lawful information sharing between professionals.

All information relating to safeguarding and child protection is treated as confidential and managed in accordance with:

- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Human Rights Act 1998
- Information Sharing: Advice for Practitioners (2024)

- Keeping Children Safe in Education (September 2026)
- Working Together to Safeguard Children (2026)

The welfare of the child is paramount. Concerns about data protection must never prevent appropriate information sharing where a child is at risk of harm.

5.2 The Seven Golden Rules of Information Sharing

When sharing safeguarding information, staff should apply the Government's **Seven Golden Rules**.

1. Data protection legislation supports safeguarding

The UK GDPR and Data Protection Act 2018 are not barriers to appropriate information sharing. They provide the legal framework for sharing information lawfully and proportionately.

2. Be open and honest

Where appropriate and safe to do so, explain:

- why information is being shared;
- what information will be shared;
- who it will be shared with;
- how it will be used.

Information should not be shared with parents or carers if doing so would place a child or another person at increased risk or prejudice a criminal investigation.

3. Seek advice if unsure

Where uncertainty exists, staff should seek advice from the Designated Safeguarding Lead (DSL) or another appropriate safeguarding professional without unnecessarily identifying the child.

4. Share with consent where appropriate

Consent should be obtained wherever appropriate.

However, consent is **not required** where:

- a child is at risk of significant harm;
- a crime may have been committed;
- obtaining consent would place someone at increased risk.

5. Always consider the child's safety

Safeguarding decisions must always place the child's welfare above all other considerations.

6. Share appropriately

Information shared should always be:

- necessary;
- proportionate;
- relevant;
- accurate;
- timely;
- secure.

Information should only be shared with professionals who have a legitimate need to know.

7. Keep accurate records

Staff must record:

- what information was shared;
- why it was shared;
- who it was shared with;
- when it was shared;
- the rationale for any decision not to share information.

5.3 Professional Responsibility

Every member of staff has an individual responsibility to share safeguarding concerns.

Staff must never assume another colleague has reported a concern.

Safeguarding concerns must always be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

5.4 Working with Other Agencies

The Parks School works collaboratively with statutory safeguarding partners and other agencies to protect children and promote their welfare.

This may include working with:

- Children's Social Care
- Police
- Health Services
- Integrated Care Boards
- Education Services
- Early Help Services
- Youth Justice Services
- CAMHS
- Virtual School
- Alternative Providers
- Other safeguarding partners where appropriate.

Information will be shared promptly where this is necessary to safeguard children.

5.5 Working with Parents and Carers

The school values positive relationships with parents and carers and will normally discuss safeguarding concerns with them.

However, information will **not** be shared where doing so may:

- place a child at greater risk;
- place another person at risk;
- prejudice a criminal investigation;
- compromise statutory safeguarding enquiries.

The welfare of the child will always take precedence.

5.6 Children with Family Members in Prison

The Parks School recognises that children with a parent or close family member in prison may experience additional vulnerabilities, including emotional distress, stigma, disrupted relationships, financial hardship and poor mental health.

Where appropriate, the school will work with families and partner agencies to provide appropriate pastoral and safeguarding support.

5.7 Data Protection

Safeguarding information is treated as **Special Category Personal Data** and is stored securely in accordance with the school's Data Protection Policy and Records Management Policy.

Access is restricted to authorised safeguarding personnel.

Where a child is living in a refuge or another protected location, information will only be shared where lawful and where doing so will not increase safeguarding risks.

6. Supporting Staff

6.1 Staff Wellbeing

The Parks School recognises that safeguarding work can be emotionally demanding.

Staff involved in safeguarding incidents may experience stress, anxiety or emotional impact following disclosures, investigations or child protection proceedings.

Supporting staff wellbeing is essential to maintaining effective safeguarding practice.

6.2 Professional Support

Staff will have access to:

- supervision from the DSL;
- guidance from senior leaders;
- safeguarding debriefs following significant incidents;
- opportunities for reflective practice;
- external professional advice where appropriate;
- employee wellbeing support where available.

Staff are encouraged to seek support whenever safeguarding work affects their wellbeing.

6.3 Support for Designated Safeguarding Leads

The Designated Safeguarding Lead and Deputy DSLs will:

- participate in safeguarding networks;
- attend professional safeguarding forums;

- access local safeguarding partnership advice;
- maintain professional supervision where appropriate;
- work collaboratively with Children's Social Care and partner agencies.

The DSL maintains oversight of all:

- Early Help Plans;
 - Child in Need Plans;
 - Child Protection Plans;
 - safeguarding interventions;
 - multi-agency outcomes.
-

7. Safeguarding Training

7.1 Training Commitment

The Parks School is committed to ensuring that every adult working within the school possesses the knowledge, confidence and skills necessary to safeguard children effectively.

Safeguarding training is viewed as a continuous process rather than a one-off event.

7.2 Staff Induction

Before working unsupervised with pupils, every member of staff, volunteer and regular visitor will receive safeguarding induction appropriate to their role.

Induction includes:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour, Relationships and Positive Development Policy
- Use of Reasonable Force Policy
- Online Safety Policy
- Whistleblowing Policy
- Keeping Children Safe in Education (September 2026)
- identity of the DSL and Deputy DSLs

- safeguarding reporting procedures
 - filtering and monitoring systems
 - emergency procedures.
-

7.3 Whole School Safeguarding Training

All staff receive safeguarding training on induction and regular safeguarding updates thereafter.

Training includes:

- recognising abuse and neglect;
- child-on-child abuse;
- online safety;
- filtering and monitoring;
- contextual safeguarding;
- mental health;
- domestic abuse;
- exploitation;
- Prevent Duty;
- trauma-informed practice;
- professional curiosity;
- recording and reporting concerns.

Safeguarding updates are provided regularly throughout the academic year to reflect changes in legislation, local safeguarding priorities and emerging risks.

7.4 Designated Safeguarding Lead Training

The Designated Safeguarding Lead and Deputy DSLs undertake specialist safeguarding training in accordance with statutory guidance.

Their knowledge and skills are refreshed regularly through:

- accredited safeguarding training;
- professional safeguarding networks;

- local safeguarding partnership briefings;
 - safeguarding conferences;
 - legislative updates;
 - national guidance.
-

7.5 Safer Recruitment Training

The Parks School follows the safer recruitment requirements set out in **Keeping Children Safe in Education (September 2026)**.

At least one member of every recruitment panel will have successfully completed accredited Safer Recruitment training.

Recruitment training includes:

- safer recruitment processes;
 - pre-employment checks;
 - identity verification;
 - prohibition and Section 128 checks where applicable;
 - overseas checks where appropriate;
 - maintaining the Single Central Record;
 - ongoing safeguarding responsibilities of employers.
-

7.6 Prevent Duty Training

All staff receive Prevent Duty training appropriate to their role and understand:

- the risks of radicalisation;
 - indicators of vulnerability;
 - referral procedures;
 - the school's responsibilities under the Counter-Terrorism and Security Act 2015.
-

8. Artificial Intelligence (AI) and Emerging Technologies

8.1 Purpose

The Parks School recognises that Artificial Intelligence (AI), including generative AI, is becoming an increasingly common part of education and everyday life. Whilst AI can enhance learning and creativity, it also presents safeguarding, privacy and online safety risks.

The school is committed to ensuring that pupils and staff understand how to use AI safely, responsibly and ethically.

8.2 Safe Use of Artificial Intelligence

The school will:

- educate pupils about the safe and responsible use of AI;
 - ensure learning about AI is age-appropriate;
 - teach pupils how to critically evaluate AI-generated content;
 - raise awareness of misinformation, deepfakes and manipulated media;
 - promote digital resilience and critical thinking;
 - ensure AI supports learning without replacing professional judgement.
-

8.3 Filtering and Monitoring

The school's filtering and monitoring systems will be designed to reduce access to harmful, illegal or inappropriate AI-generated content.

The school will:

- monitor emerging online risks;
 - review filtering arrangements regularly;
 - respond promptly to AI-related safeguarding concerns;
 - investigate inappropriate use of AI technologies.
-

8.4 Data Protection

Staff and pupils must never enter confidential, safeguarding or personally identifiable information into publicly available AI platforms unless approved by the school and compliant with UK GDPR.

This includes:

- pupil information;
 - safeguarding records;
 - medical information;
 - assessment data;
 - staff information;
 - photographs or identifiable images.
-

8.5 Staff Responsibilities

Staff are expected to:

- use AI professionally and ethically;
 - follow school guidance;
 - maintain confidentiality;
 - report concerns regarding AI misuse;
 - remain informed about emerging technologies.
-

9. Allegations Against Staff, Volunteers and Contractors

9.1 Purpose

The Parks School is committed to safeguarding pupils while ensuring that staff are treated fairly, consistently and in accordance with statutory guidance where allegations are made.

All allegations will be managed in line with **Keeping Children Safe in Education (September 2026)** and relevant local safeguarding procedures.

9.2 Safer Working Practice

All adults working within the school are expected to:

- maintain professional boundaries;
- follow the Staff Code of Conduct;
- adhere to the Behaviour Policy;
- follow guidance regarding physical intervention;

- use mobile devices appropriately;
- avoid situations that could place themselves or pupils at unnecessary risk.

Safer working practices form part of every member of staff's induction and ongoing professional development.

9.3 Reporting Allegations

Any allegation or concern that an adult working within the school may have:

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

must be reported **immediately**.

9.4 Allegations Against Staff

Concerns relating to staff must be reported immediately to the Headteacher.

The Headteacher will seek advice from the **Local Authority Designated Officer (LADO)** before any investigation is commenced where appropriate.

9.5 Allegations Against the Headteacher

Where an allegation concerns the Headteacher, it must be reported immediately to the Proprietor.

The Proprietor will consult the LADO before informing the Headteacher where appropriate.

9.6 Managing Allegations

The school will:

- follow statutory procedures;
- protect the welfare of the child;
- ensure confidentiality;
- treat all parties fairly;

- avoid unnecessary delay;
- seek HR and legal advice where appropriate;
- make referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) where required.

Suspension is not an automatic response and will only be considered following appropriate advice and risk assessment.

10. Professional Challenge, Escalation and Resolution

10.1 Professional Challenge

The Parks School promotes a culture in which professional curiosity, respectful challenge and constructive disagreement are recognised as essential elements of effective safeguarding.

Staff should never feel discouraged from questioning decisions where they believe a child may remain at risk.

10.2 Escalating Concerns

Where staff believe that:

- a safeguarding concern has not been appropriately addressed;
- a referral should have been made;
- professional decisions place a child at continued risk;
- multi-agency responses are ineffective,

they are expected to raise their concerns with the DSL or Headteacher without delay.

10.3 Resolution

Where disagreement remains unresolved, staff should follow:

- the school's safeguarding procedures;
- local safeguarding partnership escalation procedures;
- the school's Whistleblowing Policy where appropriate.

The welfare of the child will always remain the overriding consideration.

11. Whistleblowing

11.1 Commitment

The Parks School encourages an open, transparent and accountable culture where staff feel confident raising genuine concerns about safeguarding practice, professional conduct or organisational culture.

Every member of staff has a professional duty to report concerns where children may be at risk.

11.2 Raising Concerns

Concerns may relate to:

- unsafe practice;
- safeguarding failures;
- poor leadership;
- inappropriate behaviour;
- breaches of professional standards;
- failures to follow safeguarding procedures.

Where appropriate, concerns should initially be raised with the Headteacher.

If the concern relates to the Headteacher, staff should report directly to the Proprietor.

11.3 External Reporting

Where staff feel unable to raise concerns internally, or believe concerns have not been appropriately addressed, they may contact:

- **NSPCC Whistleblowing Advice Line**
Telephone: **0800 028 0285**
Email: help@nspcc.org.uk
 - **Local Authority Designated Officer (LADO)** where appropriate.
 - Other relevant statutory or regulatory bodies where required.
-

11.4 Protection for Whistleblowers

The Parks School is committed to ensuring that staff raising genuine concerns in good faith are treated fairly and protected from victimisation.

Concerns will be handled sensitively, confidentially and in accordance with the school's Whistleblowing Policy.

Whilst anonymous concerns will be considered, staff are encouraged to identify themselves where possible, as this may assist any investigation.

Chapter 12 – Physical Intervention and the Use of Reasonable Force

12.1 Our Approach

The Parks School is committed to creating a calm, safe and therapeutic environment where behaviour is managed through positive relationships, de-escalation and trauma-informed practice.

We recognise that many of our pupils have experienced trauma and adverse childhood experiences (ACEs). Behaviour is therefore understood as a form of communication, and every reasonable effort will be made to prevent situations escalating to the point where physical intervention becomes necessary.

Physical intervention is always a **last resort**.

12.2 Legal Framework

The use of reasonable force is undertaken in accordance with:

- Education Act 1996
- Education and Inspections Act 2006
- Keeping Children Safe in Education (September 2026)
- Department for Education guidance: *Use of Reasonable Force in Schools*
- The Parks School Positive Handling Policy

"Reasonable force" refers to the minimum amount of force necessary to prevent harm or restore safety.

12.3 When Physical Intervention May Be Used

Reasonable force may only be used where it is necessary to:

- prevent a pupil from injuring themselves;
- prevent injury to another person;
- prevent serious damage to property;
- prevent behaviour likely to cause serious disruption where no safer alternative exists.

Physical intervention will never be used as:

- punishment;
 - a means of securing compliance;
 - retaliation;
 - a substitute for positive behaviour support.
-

12.4 Staff Training

Only appropriately trained members of staff will use restrictive physical intervention wherever reasonably practicable.

Training includes:

- Team Teach
 - trauma-informed practice
 - de-escalation strategies
 - positive behaviour support
 - safe restrictive interventions
 - post-incident reflection.
-

12.5 Recording and Review

Every restrictive physical intervention must be:

- recorded promptly;
- reported to the Headteacher and Designated Safeguarding Lead;
- shared with parents or carers where appropriate;

- reviewed by senior leaders;
- analysed for learning and preventative planning.

Following every incident, staff will consider:

- whether earlier intervention could have prevented escalation;
 - whether additional support is required;
 - whether safeguarding concerns exist;
 - whether behaviour support plans require updating.
-

12.6 Professional Boundaries

Appropriate physical contact is a normal part of working with children.

Staff are expected to:

- maintain professional boundaries;
 - use touch only where appropriate;
 - follow the Staff Code of Conduct;
 - ensure all physical contact is appropriate, proportionate and in the child's best interests.
-

Chapter 13 – Prevention and Early Help

13.1 Early Intervention

The Parks School believes that safeguarding is most effective when concerns are identified early.

Early Help provides coordinated support for children and families before concerns escalate to statutory intervention.

Where emerging needs are identified, the Designated Safeguarding Lead (DSL) will consider whether an Early Help Assessment is appropriate.

13.2 Our Preventative Approach

The school promotes safeguarding through:

- positive relationships;
 - trusted adults;
 - trauma-informed practice;
 - restorative approaches;
 - emotional wellbeing;
 - mental health support;
 - attendance monitoring;
 - pastoral interventions;
 - multi-agency working.
-

13.3 Safeguarding Through the Curriculum

Safeguarding is embedded throughout the curriculum.

Pupils learn about:

- healthy relationships;
- consent;
- online safety;
- exploitation;
- bullying;
- discrimination;
- emotional wellbeing;
- personal safety;
- resilience;
- seeking help.

Our SEMH curriculum is adapted to meet pupils' developmental, emotional and communication needs.

13.4 Early Help

Where additional support is required the school will:

- work collaboratively with families;
- coordinate Early Help assessments;
- contribute to Team Around the Family (TAF) meetings;
- monitor progress regularly;
- review outcomes.

If concerns increase, referrals to Children's Social Care will be made without delay.

Chapter 14 – Domestic Abuse and Operation Encompass

14.1 Domestic Abuse

The Parks School recognises that domestic abuse has a profound impact on children's emotional wellbeing, development and educational outcomes.

Children may experience domestic abuse by:

- witnessing abuse;
- hearing abuse;
- experiencing its emotional impact;
- being directly harmed;
- experiencing abuse within their own intimate relationships.

Domestic abuse is always considered a safeguarding concern.

14.2 Operation Encompass

The Parks School participates in **Operation Encompass**, enabling the timely sharing of information following police-attended domestic abuse incidents involving pupils.

This information enables the school to provide appropriate emotional and pastoral support at the earliest opportunity.

Information received through Operation Encompass is treated confidentially and shared only with staff who need to know.

14.3 Supporting Pupils

Where domestic abuse is identified, the school may provide:

- emotional support;
- pastoral intervention;
- trusted adults;
- safeguarding monitoring;
- referrals to specialist agencies;
- Early Help where appropriate.

Chapter 15 – Child-on-Child Abuse, Sexual Violence and Sexual Harassment

15.1 Statement of Commitment

The Parks School maintains a zero-tolerance approach to all forms of child-on-child abuse.

Child-on-child abuse will never be dismissed as:

- banter;
- horseplay;
- part of growing up;
- harmless behaviour.

Every allegation will be taken seriously and managed as a safeguarding concern.

15.2 Forms of Child-on-Child Abuse

Child-on-child abuse may include:

- bullying;
- cyberbullying;
- prejudice-based bullying;
- physical abuse;
- emotional abuse;
- sexual harassment;
- sexual violence;

- harmful sexual behaviour;
 - abuse within intimate relationships;
 - coercive or controlling behaviour;
 - initiation or hazing rituals;
 - sharing nude or semi-nude images;
 - image-based abuse;
 - sextortion;
 - upskirting.
-

15.3 Responding to Concerns

The Designated Safeguarding Lead will:

- complete a safeguarding risk assessment;
- consider the wishes of the victim;
- liaise with Children's Social Care where appropriate;
- involve the Police where necessary;
- implement safety planning;
- ensure both victim and alleged perpetrator receive appropriate support.

Each case will be managed individually.

15.4 Supporting Victims

Victims will receive appropriate support which may include:

- trusted adults;
- pastoral support;
- therapeutic intervention;
- timetable adjustments;
- risk management;
- safeguarding planning.

The welfare of the victim will always remain paramount.

15.5 Managing Harmful Behaviour

Where a pupil has displayed harmful behaviour, the school will provide:

- appropriate safeguarding intervention;
- behaviour support;
- education;
- restorative work where appropriate;
- specialist referrals where required.

The aim is to reduce future risk whilst protecting all pupils.

15.6 Prevention

The school actively reduces the likelihood of child-on-child abuse through:

- Relationships, Sex and Health Education (RSHE);
 - Personal, Social and Health Education (PSHE);
 - online safety education;
 - positive behaviour education;
 - anti-bullying programmes;
 - respectful relationship education;
 - consent education;
 - digital citizenship.
-

15.7 Pupils with SEND

The Parks School recognises that pupils with SEND and SEMH needs may be at increased risk of exploitation, bullying or abuse.

Safeguarding responses will be adapted to ensure every pupil can:

- communicate concerns;
- understand safeguarding messages;
- access support;

- participate fully in safeguarding planning.
-

15.8 Upskirting

Upskirting is a criminal offence and a form of sexual abuse.

Any allegation of upskirting will be:

- treated as a safeguarding concern;
 - reported immediately to the DSL;
 - risk assessed;
 - referred to external agencies where appropriate;
 - managed in accordance with statutory guidance.
-

Chapter 16 – Prevent Duty and Radicalisation

16.1 Statement of Commitment

The Parks School recognises that protecting children from the risk of radicalisation is an integral part of our wider safeguarding responsibilities.

We are committed to safeguarding pupils from all forms of extremism, radicalisation and terrorism by promoting an inclusive culture based upon respect, tolerance, democracy, individual liberty and the rule of law.

Our approach reflects the statutory **Prevent Duty** under **Section 26 of the Counter-Terrorism and Security Act 2015** and the guidance contained within **Keeping Children Safe in Education (September 2026)**.

16.2 Understanding Radicalisation

Radicalisation is the process through which a person comes to support terrorism or extremist ideologies that may lead to harm.

There is no single profile of a child who may become vulnerable to radicalisation.

Vulnerability may arise through:

- social isolation;
- trauma;
- unmet emotional needs;

- online influence;
- identity issues;
- exploitation;
- peer influence;
- mental health difficulties.

Many of these vulnerabilities may also affect pupils attending The Parks School due to their SEMH needs.

16.3 Staff Responsibilities

All staff will:

- remain vigilant to indicators of radicalisation;
- understand local and national risks;
- challenge extremist narratives appropriately;
- promote British Values;
- report concerns immediately to the DSL;
- contribute to safeguarding risk assessments.

Where appropriate, the Designated Safeguarding Lead will consider referral to the **Channel Programme**.

16.4 Prevention Through Education

The Parks School actively promotes:

- mutual respect;
- equality;
- diversity;
- tolerance;
- critical thinking;
- respectful debate;
- digital literacy;
- online safety.

These themes are embedded throughout the curriculum and wider school life.

Chapter 17 – Exploitation

17.1 Statement of Commitment

The Parks School recognises that exploitation is a significant safeguarding risk.

Children may be exploited regardless of age, gender, ethnicity, disability or background.

All exploitation concerns are treated as safeguarding concerns.

17.2 Types of Exploitation

Staff receive training to recognise indicators of:

- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Human Trafficking
- Modern Slavery
- Forced Criminality
- Online Exploitation
- Financial Exploitation

Signs and indicators are detailed within the appendices of this handbook.

17.3 Responding to Concerns

Where exploitation is suspected the school will:

- safeguard the child immediately;
- complete a safeguarding risk assessment;
- consult the DSL;
- refer to Children's Social Care where appropriate;
- involve the Police where necessary;
- work alongside specialist agencies.

The welfare of the child will remain the overriding priority.

Chapter 18 – Female Genital Mutilation (FGM)

18.1 Statement of Commitment

Female Genital Mutilation (FGM) is illegal and is recognised as a serious form of child abuse and violence against women and girls.

The Parks School has a statutory responsibility to safeguard pupils who may be at risk.

18.2 Mandatory Reporting Duty

In accordance with the **Female Genital Mutilation Act 2003**, as amended by the **Serious Crime Act 2015**, teachers have a mandatory duty to report to the Police where they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

The Designated Safeguarding Lead will also be informed immediately.

18.3 Responding to Concerns

Where concerns arise staff must:

- remain calm;
- avoid questioning the child unnecessarily;
- report immediately to the DSL;
- never attempt to investigate;
- follow statutory safeguarding procedures.

The school will work closely with Children's Social Care, Police and Health Services.

Chapter 19 – Children Missing Education (CME)

19.1 Statement of Commitment

The Parks School recognises that children who are missing education are at significantly greater risk of:

- abuse;
- neglect;

- exploitation;
- child criminal exploitation;
- child sexual exploitation;
- forced marriage;
- trafficking;
- radicalisation.

Attendance is therefore regarded as a safeguarding priority.

19.2 Attendance Monitoring

The school monitors attendance daily and investigates all unexplained absences promptly.

Staff must report concerns immediately where a pupil:

- fails to attend unexpectedly;
- goes missing during the school day;
- demonstrates patterns of persistent absence;
- cannot be located.

The Designated Safeguarding Lead will assess whether safeguarding concerns exist.

19.3 Reasonable Enquiries

Where a pupil's whereabouts are unknown, the school will undertake reasonable enquiries, which may include:

- contacting parents and carers;
- contacting emergency contacts;
- visiting the family home where appropriate;
- liaising with partner agencies;
- consulting the Local Authority;
- recording all enquiries made.

Where concerns indicate a child may be at immediate risk, Children's Social Care and/or the Police will be contacted without delay.

19.4 Removal from Roll

The Parks School will only remove pupils from roll in accordance with current legislation and statutory guidance.

Before removal, the school will:

- complete all reasonable enquiries;
 - liaise with the Local Authority;
 - ensure statutory notification requirements have been met;
 - maintain accurate records of actions taken.
-

19.5 Looked After Children

Where a Looked After Child is absent without explanation, the Designated Safeguarding Lead will work closely with:

- the child's Social Worker;
- the Virtual School;
- carers;
- other relevant professionals.

Safeguarding considerations will always take precedence over attendance processes.

19.6 Early Intervention

The Parks School recognises that poor attendance is often an indicator of wider safeguarding concerns.

Where attendance begins to deteriorate, the school will consider:

- Early Help;
- pastoral intervention;
- attendance support;
- mental health support;
- family engagement;
- multi-agency working.

Our aim is always to identify barriers early and provide support before concerns escalate.

Chapter 20 – Elective Home Education (EHE)

20.1 Statement of Commitment

The Parks School recognises that parents have the legal right to educate their children at home, provided they receive an efficient full-time education suitable to their age, ability, aptitude and any special educational needs, in accordance with **Section 7 of the Education Act 1996**.

Where a parent expresses an intention to withdraw their child for Elective Home Education (EHE), the school will ensure that the decision is managed in accordance with current statutory guidance while maintaining its safeguarding responsibilities.

20.2 Considering Elective Home Education

When notified of a parent's intention to electively home educate, the school will seek to arrange a meeting with the parent or carer to:

- understand the reasons for the request;
- discuss the child's educational needs and wellbeing;
- consider whether any additional support could enable the child to remain in school;
- ensure parents understand the responsibilities associated with Elective Home Education;
- identify whether safeguarding concerns exist.

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority will be informed and appropriate statutory procedures followed.

20.3 Safeguarding Responsibilities

Elective Home Education will never be used to avoid addressing:

- attendance concerns;
- safeguarding concerns;
- child protection concerns;
- behavioural needs;
- unmet special educational needs.

Where safeguarding concerns exist, these will continue to be managed in partnership with Children's Social Care and other relevant agencies.

The school will notify the Local Authority of pupils removed from roll in accordance with statutory requirements.

Chapter 21 – Young Carers

21.1 Statement of Commitment

The Parks School recognises that some pupils may have caring responsibilities for a family member or another person with:

- physical illness;
- disability;
- mental ill health;
- substance misuse;
- additional care needs.

Young carers may experience increased emotional, social and educational challenges that can affect attendance, wellbeing and achievement.

21.2 Identifying Young Carers

Staff are encouraged to remain vigilant to indicators that a pupil may have caring responsibilities.

Where appropriate, the school will:

- listen to the voice of the child;
 - work sensitively with families;
 - assess additional support needs;
 - consider an Early Help Assessment;
 - work with relevant external agencies.
-

21.3 Supporting Young Carers

Support may include:

- pastoral support;
- emotional wellbeing interventions;
- attendance support;
- flexible arrangements where appropriate;
- access to specialist young carers' services;
- multi-agency working.

The school recognises that young carers are entitled to enjoy their education and childhood free from unnecessary caring responsibilities.

Chapter 22 – Monitoring, Review and Quality Assurance

22.1 Monitoring Safeguarding Practice

The Proprietor, Headteacher and Designated Safeguarding Lead will monitor safeguarding practice continuously to ensure that safeguarding arrangements remain effective and compliant with statutory guidance.

Monitoring activities may include:

- safeguarding audits;
- safeguarding supervision;
- lesson visits and learning walks;
- safeguarding record audits;
- staff supervision and professional discussions;
- pupil voice activities;
- attendance and behaviour analysis;
- safeguarding incident analysis;
- scrutiny of exclusions and suspensions;
- monitoring of bullying, discrimination and prejudice-related incidents;
- parental feedback;
- safer recruitment audits;

- review of safeguarding training;
 - review of filtering and monitoring arrangements;
 - safeguarding governor/proprietor visits.
-

22.2 Continuous Improvement

Safeguarding is reviewed as part of the school's wider cycle of self-evaluation and school improvement.

Learning from:

- safeguarding incidents;
- child practice reviews;
- complaints;
- audits;
- inspections;
- staff feedback;
- pupil voice;
- emerging national safeguarding themes

will inform future policy, procedures and staff training.

22.3 Policy Review

This policy will be reviewed:

- annually as a minimum;
- following changes in legislation or statutory guidance;
- following serious safeguarding incidents;
- following significant organisational change;
- where safeguarding practice identifies improvements are required.

The Designated Safeguarding Lead is responsible for ensuring the policy remains accurate and up to date.

Chapter 23 – Related Policies

This Safeguarding and Child Protection Policy should be read alongside the following school policies and procedures:

Safeguarding and Welfare

- Behaviour, Relationships and Positive Development Policy
- Staff Code of Conduct
- Allegations Against Staff Policy
- Online Safety Policy
- Attendance Policy
- Positive Handling Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid Policy
- Educational Visits Policy
- First Aid, Medication and Medical Needs Policy
- SEND Policy
- Equality, Diversity & Inclusion Policy
- Accessibility and Disability Policy

Teaching and Curriculum

- Relationships, Sex and Health Education (RSHE) Policy
- Personal, Social, Health and Economic Education (PSHE) Policy
- SMSC Policy
- Careers Policy

Leadership and Governance

- Safer Recruitment Policy
- Whistleblowing Policy
- Complaints Policy

- Data Protection Policy
- Staff Disciplinary Procedures

Final Statement

At The Parks School, safeguarding is everyone's responsibility. We are committed to creating a culture where every child feels safe, valued, respected and listened to. Through our values of *Motivate • Challenge • Support*, we work collaboratively with families, professionals and partner agencies to safeguard children, promote their welfare and enable every pupil to thrive, achieve and realise their full potential.

Appendix 1

Recognising signs of child abuse

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- ✦ Significant change in behaviour
- ✦ Extreme anger or sadness
- ✦ Aggressive and attention-seeking behaviour
- ✦ Suspicious bruises with unsatisfactory explanations
- ✦ Lack of self-esteem
- ✦ Self-injury
- ✦ Depression
- ✦ Age inappropriate sexual behaviour
- ✦ Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- ❖ An explanation which is inconsistent with an injury
- ❖ Several different explanations provided for an injury
- ❖ Unexplained delay in seeking treatment
- ❖ The parents/carers are uninterested or undisturbed by an accident or injury
- ❖ Parents are absent without good reason when their child is presented for treatment
- ❖ Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- ❖ Family use of different doctors and A&E departments
- ❖ Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- ❖ Any bruising to a pre-crawling or pre-walking baby
- ❖ Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- ❖ Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- ❖ Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- ❖ Variation in colour possibly indicating injuries caused at different times

- ❖ The outline of an object used e.g. belt marks, handprints or a hairbrush
- ❖ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ❖ Bruising around the face
- ❖ Grasp marks on small children
- ❖ Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- ❖ Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- ❖ Linear burns from hot metal rods or electrical fire elements
- ❖ Burns of uniform depth over a large area
- ❖ Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- ❖ Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- ❖ The history provided is vague, non-existent or inconsistent with the fracture type
- ❖ There are associated old fractures
- ❖ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- ❖ There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and Lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- ❖ Inappropriate sexualised conduct
- ❖ Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- ❖ Continual and inappropriate or excessive masturbation
- ❖ Self-harm (including eating disorder), self-mutilation and suicide attempts
- ❖ Involvement in prostitution or indiscriminate choice of sexual partners
- ❖ An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- ❖ Pain or itching of genital area
- ❖ Blood on underclothes
- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed
- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults

- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Criminal Exploitation / County Lines

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places.

Appendix 2

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix 3

Elective home education school information and reporting form referral

Elective Home Education Information Request Form

The following student's parent/carer has requested they be educated from home. It would be useful if the appropriate member of staff could provide the information requested below, where appropriate.

Please return to Ehe@wigan.gov.uk

Student Name:

DoB:

School:

Year:

Parent/Carer

Contact Details (email & phone)

Address

Communication with Parents	YES / NO	
Safeguarding	YES / NO	
LAC	YES / NO	
Child Protection	YES / NO	
Child in Need	YES / NO	
CAFAS/similar assessment completed/offered?	YES / NO	
Agency/Service involvement	YES / NO	

EAL? If yes, fluency of parent & child in English	YES/NO	
Attendance Concerns	YES / NO	
Permanent / Fixed term exclusions	YES / NO	
Medical diagnosis/needs	YES / NO	
SEND: Band K (SEN support) / EHCP? Please give a brief summary of need and support.		
Behaviour Overview.		
Brief description of home circumstances. .		
Are there considered to be any risks to a lone worker when visiting the home?		
Reason given for choosing to home educate (if known)		

Completed by:

NAME:

Date:

POSITION:

Please also send a copy of the withdrawal letter to ehe@wigan.gov.uk

Appendix 4

Operation Encompass Teachers' Helpline

Details of the Operation Encompass Helpline can be found here –

<https://www.operationencompass.org/>

If you wish to speak to an educational/child psychologist following an Encompass referral you are now able to contact the Operation Encompass Teachers' National Helpline, 8.00am to 11.00am, Monday to Friday on 0845 646 0890

Online key adult training

<https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>

LADO Threshold for Referral

Indicators Matrix LADO= Tiers 1-4			
Tier 1: Incident that does not need LADO input but may be a conduct issue.	Tier 2: Incident which might require logging with LADO but will be 'No Further Action'	Tier 3: Incident which requires consideration of referral to other agency such as police or Ofsted.	Tier 4: incident which requires immediate suspension/ police referral/ arrest/ immediate action to protect child.
Complaint made by parent or carer or comment made by child that does not seem to have any corroborating evidence. There is no injury seen, or witness accounts do not corroborate the allegation, the DSL is confident this does not meet the threshold for a referral but is intending to investigate further. In such cases the DSL may wish to have a consultation discussion with the LADO, and both can make a record of the discussion and agree it will be dealt with internally, in case further information comes to light to question why no formal LADO referral was made. However no names will be used as this does not meet the threshold for a record about a named person to be kept. This will be recorded as a Consultation.	Member of staff alleged to have acted or reacted in a way considered inappropriate but not harmful; parental or child complaint about such an incident, to outside agency eg. Ofsted, who have referred to LADO for further enquiries; allegation made but DSL believes at this point they can deal with this internally and are checking with LADO for information only. This category also includes volunteers and professionals where there are domestic issues which have led to Social Care Involvement but the matter has not progressed to Child Protection. LADO may advise them to inform their employer in order to seek additional support . These are incidents where an escalation to a police referral would	Allegation made which meets the threshold for referral to LADO. It appears in the first instance to meet the threshold for a referral to the police. Such cases may not always involve serious injury to a child but present as a breach of the position of trust the professional was in. A proportion of these types of referral may result in a 'no crime' outcome from police, but the allegations process must be followed as the referring information met the threshold. Sometimes these referrals do not immediately appear to have a criminal element but the reported actions mean that a regulatory body such as Ofsted, or the National	Allegation made with credible corroborating evidence, where a child has been injured or harmed. Behaviour by the professional or volunteer which is deemed to be extremely concerning towards the children they are caring for and requires immediate suspension. Allegation by a member of the professional/ volunteer's family which is so serious it requires immediate consideration by employer.

	be considered a disproportionate response. These cases are likely to meet the threshold for a confidential record to be kept by the LADO, with the knowledge of the person concerned.	Council for Teaching and Leadership, or HCPC, will need to be informed. It is essential in these cases that there is a clear outcome and this is communicated to the professional. These referrals can result in a note on future DBS checks and could have an impact on the professional's future career. Parents whose child is subject to a child Protection Plan and are employed working with children, a LADO referral is required.	
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Physical Abuse

Examples could be; child objecting to a sanction imposed in school, describing an event to parent who then comes in to complain about how their child says they have been treated; but does not have all the information. Young person in children's home involved in a confrontation and making accusations where there were several witnesses and there is an incident report that appears to	Examples could be; child accusing teacher of pushing them, when it appears they were being guided away from a situation (covered by 'Use of Reasonable Force' DfE 2013). Nursery worker seen by parent to be pulling a child away from a situation, parent considers this is done roughly but professional claims it was to remove child from a confrontation where they may have been harmed/ may have harmed another child.	Examples could be; a credible disclosure by a child or young person that uses the word 'hit' or 'hurt'; yet there is no injury seen and no corroborating evidence of child's account. Restraint that has caused an injury to the person being restrained. An incident witnessed, where there is a physical exchange between staff and child or young person. It is unclear whether self-defence or	Child has clearly been injured or could have been injured as a direct result of the actions of a member of staff. Incident within the member of staff's home life that is of high risk and high level of concern.
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refute the child's account that they were harmed. An allegation that is made second or third hand and facts are not clear, or the professional alleged to have done this was not there at the time; or there is confusion about the account.		retaliation was involved. The matter needs full investigation.	
Sexual Abuse			
A child telling a friend, who tells the teacher, that another teacher 'makes her feel funny when he looks at her' but no other concerns or complaints expressed.	A member of staff makes an inappropriate remark that appears on the surface to be naive rather than potentially grooming, or acts in a way that could be deemed unprofessional.	A member of staff has been sending inappropriate but not necessarily sexual, texts to young people he/she works with.	A member of staff arranging to meet young person outside the work environment and asking them not to tell anyone; or making inappropriate contact through social media with sexual overtones.
Emotional Abuse / Neglect			
A child with a history of challenging behaviour, alleging s/he feels bullied by a well-respected member of staff. Concerns that family members of the professional or volunteer may be involved in criminal activity.	Teacher under stress who is heard to shout inappropriately at the children one day towards the end of term. Childminder witnessed to ignore children crying and speak rudely to them, but further context not known.	A foster carer where there have been several complaints about poor practice and standards of care; children in their care who are not always clean or appropriately dressed, or seen to be treated in a way that causes concern to observing professionals.	Member of staff making racist or derogatory remarks to a child or young person in the presence of witnesses.
Suggested Actions			

DSCO to investigate further to satisfy themselves this matter does not meet the threshold for a referral outside the organisation, and identify any appropriate actions and LADO is to be informed of the final outcome in order to end the Consultation process.	Investigate further with a clear view that this could be escalated to a full LADO referral if more information comes to light. If no further information is discovered, offer words of advice/ training and make a record of this on the professional or volunteer's HR file.	Full referral to LADO and consideration of what actions are required under the procedures. This may or may not include referral to police.	Full referral to LADO and consideration what actions are required under the procedures. This will include referral to police.
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