



PARK SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Approved by:	Nathan Gribble for Council	Date: 06/09/2022
	Full Council	
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ESSENTIAL CONTACTS (more information in Appendix 3)

Designated Safeguarding Lead (DSL)	Mark Maynard
Contact email	mark@parkschoolonline.com
Deputy Safeguarding Lead	Arnet Donkin
Contact email	arnet@parkschoolonline.com
Safeguarding Council member	Nathan Gribble
Head teacher/Designated Teacher for Children in Care	Arnet Donkin
MASH enquiry line	03451 551071
Police Referral unit but call 999 in an emergency	0845 605 1166
NSPCC helpline	0808 800 5000
Local Authority Designated Officer (LADO) Coordinator	Kylie Malloy 01392 384964

1 INTRODUCTION

At Park School we consider the safety and wellbeing of all our children to be our top priority.

Our community is built on three principles, ‘to look after yourself, to look after each other and to look after the place that you are in’.

Our safeguarding and child protection policy underpins these principles.

We all have a responsibility to make sure that the children at Park School are safe and to make sure they understand how to keep themselves and each other safe. We all have a responsibility to make sure that the school is a safe place for children and that we will be robust in ensuring that the children can grow and develop feeling confident about themselves, developing positive self-esteem through the healthy relationships that they enjoy.

Park School endeavours to have a child-centred and coordinated approach to safeguarding to increase the confidence of its children and empower them by creating an informal ‘family-like’ learning environment. At the heart of human scale education is the importance of a child’s voice and their wellbeing. Because of its size and the close relationship between staff and children it is possible for the environment to be truly child-centred – each child’s needs are cared for by all staff and in particular by their class teacher.

This policy sets out important ways in which the school will maintain a culture of safeguarding and child protection practice which reflects our belief that safeguarding is everyone’s responsibility.

2 AIMS

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

3 LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what ‘regulated activity’ is in relation to children

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children

Education and Training (Welfare of Children) Act 2021,

School Standards and Framework act 1998;

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM (2020), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Statutory guidance: Revised Prevent duty 2021 which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, bi-phobic or transphobic bullying; or racial discrimination

The policy also reflects **the statutory regulations, Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019** and **statutory guidance for schools on Relationships Education 2020** (updated 2021)

Guidance and information kept in school, in addition to other documents on office Safeguarding Board:

What to do if you’re worried a child is being abused 2015; Working Together to Safeguard Children 2018; Keeping Children Safe in Education DfES 2022; Counter Terrorism and Security Act 2015 (Section 26); The Prevent duty (2015); Information Sharing (2018); Use of Reasonable Force (2013); Preventing and tackling bullying (2017)

Additional school policies and procedures to read in conjunction with this one:

Behaviour, Anti-Bullying, Online Safety, Relationships and Health Education, Staff Handbook, Staff Code of Conduct, Inclusion (SEND), Recording Images of Children, Supervision of Children and Missing Children, Risk Assessment, Whistleblowing, Health & Safety, Home Learning Policy, Safer Recruitment, Induction of Staff and Volunteers.

4 POLICY STATEMENT

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil their responsibilities effectively all staff should make sure their approach is child-centred and coordinated. This means that they should consider, at all times, what is in the **best interest** of the child at heart, including promoting the child's welfare. School leaders will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. There is a zero-tolerance approach and even if there are no reported cases, we must not take the view that it does not happen here.

Safeguarding and promoting the welfare of children is defined as

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes

5 DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)

- › A clinical commissioning group for an area within the LA
- › The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

6 Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

7 ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The Council of Governance (The Council) who are the Governing Body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice, holding strategic leadership responsibility for safeguarding arrangements. The school has a nominated council member responsible for safeguarding. They will champion good practice, provide critical challenge, liaise with the DSL and the head teacher and provide information and report to the council of Governance.

The Council should ensure that those staff who work directly with children read at least Part one of KCSiE (2022). Also, The Council should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document.

The Governing body should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

The Council should ensure that all council members receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Council will ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

THE HEADTEACHER

The Headteacher will ensure that the policies and procedures adopted and agreed by The Council are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities, producing a whole school approach to safeguarding.

The Headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that the Headteacher may wish to consult with the DSL and take a more collaborative decision making approach.

THE SCHOOLS DESIGNATED LEAD FOR SAFEGUARDING AND CHILD PROTECTION (DSL)

Our DSL is Mark Maynard, Deputy Headteacher; he is a member of the senior leadership team. The DSL takes lead responsibility for safeguarding and child protection throughout the school including the EYFS (Early Years Foundation Stage).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL maybe contacted by email: mark@parkschoolonline.com, the Deputy DSL, Arnet Donkin, can be contacted by email: arnet@parkschoolonline.com.

When the DSL is absent, the deputy DSL – Arnet Donkin, Headteacher – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the Headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The areas of responsibility for the DSL are:

Details of our DSL and Deputy DSL are available on the school website and on the notice board in Reception. The DSL is responsible for safeguarding and child protection in both the EYFS and the main school.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding child protection remains with the DSL.

The full responsibilities of the DSL and deputy DSL are set out in their job description detailed in Annex 6

ALL STAFF

- All staff have a responsibility to:
 - provide a safe environment in which children can learn;
 - read and ensure they understand at least Part One of KCSiE (2022);
 - ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies);
 - be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
 - know what to do if a child tells them he/she is being abused or neglected;
 - be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
 - be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17

(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments;

- be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.
- ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. We recognise that SEND children are up to three times more likely to face abuse than their peers.

2.5 Monitoring of Policy (How this Policy will be monitored)

- Annual Review by The Council
- Termly meetings between DSL or nominated deputy and Safeguarding Governor
- Devon Annual review
- Devon EYFS Annual Review
- Annual online safety audit
- DSL to liaise half termly with staff using CPOMS and offer training where necessary

8 POLICY OVERVIEW

There are five main elements to our policy:

1. **Establishing a culture of safeguarding** by providing a safe environment in which children can learn and develop and equipping them with the skills needed to keep themselves safe.
2. **Ensuring we practice safer recruitment** in checking the suitability of staff and volunteers to work with children.
3. **Raising awareness of safeguarding issues** and equipping staff with the skills needed to keep children safe.
4. **Establishing staff vigilance** by developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. **Supporting pupils who have been abused, or are vulnerable to abuse**, in accordance with his/her agreed child protection plan or actions agreed in other professional network meetings.

We recognise that because of the day-to-day contact with children, school staff may be well-placed to observe the outward signs of abuse.

The school will therefore:

- **Establish and maintain an environment where children feel secure**, are encouraged to talk, and are listened to.
- **Ensure children know that there are adults in the school whom they can approach** if they are worried. And signpost to other agencies who offer confidential 'talking' support to children, such as Childline.

- **Include opportunities in the curriculum for children to develop the skills** they need to recognize and stay safe from abuse.

We will follow the procedures set out by the Devon Children and Families Partnership and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for child protection (DSL) and a deputy who has received appropriate training and support for this role.
- Ensure we have a nominated safeguard Council member responsible for safeguarding.
- Ensure every member of staff* and Council Members know the name of the designated senior person responsible for safeguarding and child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding.
- Ensure all staff respond appropriately when child abuse is disclosed or suspected.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus and the school website.
- The Attendance Policy procedures must be followed if there are any explained absences;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguard concerns, including attendance at case conferences;
- Keep written records (CPOMS) of Safeguarding concerns about children, including notes about contact with other agencies, even where there is no need to refer the matter immediately;
- Ensure all child protection records are kept securely, separate from the main pupil file, and in locked locations;
- Follow procedures where an allegation is made against a member of staff, and
- Ensure safe recruitment practices in line with *Keeping Children Safe in Education 2022*

We recognise that children who are vulnerable, who are abused, or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The content of the curriculum, including British Values (see Appendix 3);
- Our school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment.

- The school’s approach to behaviour which ensures that the children know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred to them;
- Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

9 TRAINING

Role	Training	Frequency
All staff	Level 2 Safeguarding	Every two years
	Keeping Children Safe in Education – Part 1	Annually
	Protect	Every five years
	Online Safety	Every two years
	Regular safeguarding updates and information	Monthly, as required
	Fire Safety Procedures	Annual refresher briefing
New Staff (Induction)	Above training + training as defined in induction policy	Within six months
	Emergency First Aid / Paediatric First Aid (EY staff)	Within three months
	Fire and Emergency Safety Procedures	Within first month
In addition to the above, the following roles will receive the following training:		
DSL	Level 3 Safeguarding	Every two years
	Safer Recruitment	Every three years
	Keeping Children Safe in Education – review updates	Annually
Head teacher	Level 3 Safeguarding	Every two years
	Safer Recruitment	Every five years
	Keeping Children Safe in Education – Part 1	Annually
School Administrator	Level 3 Safeguarding	Every two years
	Safer Recruitment	Every five years
	Keeping Children Safe in Education – Part 1	Annually
Council Members	Safeguarding for Governors	Every three years
	Keeping Children Safe in Education – Part 1	Annually
Council Safeguarding Lead	Level 3 Safeguarding	Every three years
	Keeping Children Safe in Education – Part 1	Annually

INDUCTION OF NEW STAFF AND VOLUNTEERS

Effective safeguarding needs a culture of understanding the potential issues and vigilance of the nature of child abuse. All new staff, including temporary staff and volunteers, are provided with induction training, including online training. Expectations for training related to safeguarding and child protection are detailed in the table above (training), further information on the induction of new staff, volunteers and council members is contained in the Staff, Council Members and Volunteer Induction Policy.

10 TYPES OF ABUSE AND NEGLECT

ABUSE: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children can be at risk of harm inside and outside of the school, inside and outside of home and online.

Staff will show professional curiosity in knowing what to look for in the early identification of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional and mental abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include:

- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction;
- seeing or hearing the ill-treatment of another;
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger;
- the exploitation or corruption of children;

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve:

- physical contact, including assault by penetration (for example rape or oral sex);
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities;
- encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

NEGLECT: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child on Child Abuse All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

This is most likely to include, but may not be limited to:

- **BULLYING (including cyberbullying);**
- **Abuse in intimate personal relationships**
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- **Sexual violence:** such as rape, assault by penetration and sexual assault; or sexual harassment, such as **Sexual comments:** remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **Causing someone to engage in sexual activity without consent,** such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- **Up skirting,** which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- **Consensual and non-consensual sharing of nude and semi-nude images** and/or videos (also known as sexting or youth produced sexual imagery);
- **Sexting** (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.
- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- **Serious violent crime:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's 'Preventing youth violence and gang involvement' and its 'criminal exploitation of children and vulnerable adults: county lines guidance'

- **Female genital mutilation:** Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

- **Children with a Social Worker:** We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- **Contextual safeguarding:** Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

- **Children missing in education:** A child going missing from an education setting is a potential indicator of abuse or neglect. School staff members must follow-up any unexplained absences or lateness, particularly on repeat occasions. A record must be kept of reasons for absence and any unsuccessful

attempts to gain this information. Staff should act to identify any risk of abuse and neglect to students with unauthorized and unexplained absences, including sexual abuse or exploitation.

Further information about safeguarding and child protection issues are in Appendices 2 and 3

11 PRACTICE GUIDELINES

MAINTAINING VIGILANCE

Safeguarding concerns can happen anywhere and the culture that 'it could happen at Park School' must be maintained by all staff, this includes volunteers, students on work experience and Council member.

INTERACTIONS BETWEEN STAFF AND CHILDREN

The informal and family-like atmosphere fostered by Park School means that children and staff interact in a positive and familiar manner. It is particularly important that all staff are aware of what is and is not appropriate. It is important to remember that in a small community where many staff live in close proximity to families who have children at the school, staff must at all times be aware of the position of trust that they hold with these families and their children.

THE STAFF CODE OF CONDUCT should be read and understood by all staff members. This provides further details on how staff should conduct themselves both in school and in their relationships and connections with the families of children who are at Park School.

Staff should take care not to place themselves in a vulnerable position with a pupil. While staff are friendly with pupils, they are not 'their friends'.

SHARING PERSONAL INFORMATION: No staff member will share their personal details with young people, have on-going contact or relationships with children outside of school (including social networking) and accept or give significant gifts. Staff must also be aware of how any friendships with families who have left the school are conducted, remembering always that as educators at Park School we are seen as 'trusted adults' by these children.

LONE WORKING WITH PUPILS: Staff should be aware of the risks of lone working policy and follow the guidance and procedures available within school. Any member of staff who is unsure should seek advice from their line manager.

PHYSICAL CONTACT BETWEEN STAFF AND PUPILS: Whilst it is understood that appropriate physical contact between staff and pupils is acceptable as a means for non-verbal communication, this must only take place when the purpose of the contact is clear e.g., for reasons of reassurance, comfort, safety and protection of the child. Staff must be aware of, and maintain the principles of 'safe touch'.

SOCIAL MEDIA: Staff must be aware of how they use social media and follow the guidelines within the Staff Code of Conduct.

USE OF MOBILE PHONES AND PHOTOGRAPHIC EQUIPMENT: Staff should familiarise themselves with the school's **policy for the use of mobile phones and photographic equipment**. This includes details of the schools' approach to using this equipment for both staff and visitors (including parents.)

1 MANAGING SPECIFIC CONCERNS ABOUT CHILDREN

1.1 CONTACTING OUTSIDE AGENCIES

The Designated Safeguarding Lead is responsible for making sure that any necessary contact with outside agencies concerning a child's welfare is made (or deputy if they are not available). In cases where the Designated Safeguarding Lead needs advice they should consider contacting an outside agency and discussing the situation in hypothetical terms rather than immediately divulging the student's name.

If anyone, staff or volunteer, has specific concerns that a child has been or is being subjected to any form of abuse they should follow the procedure set out in the flowchart below. The Designated Safeguarding Lead should be involved as soon as concerns are raised, and the other members of staff generally should not attempt to deal with the situation on their own.

Where there is a **risk of immediate serious harm** a MASH referral should be made without any delay. Ideally, this should be by or under the guidance of the DSL, or a member of the safeguarding team, but taking immediate action is the clear priority and if necessary, **any member of staff can and should make the referral to social services within one day of the concern.**

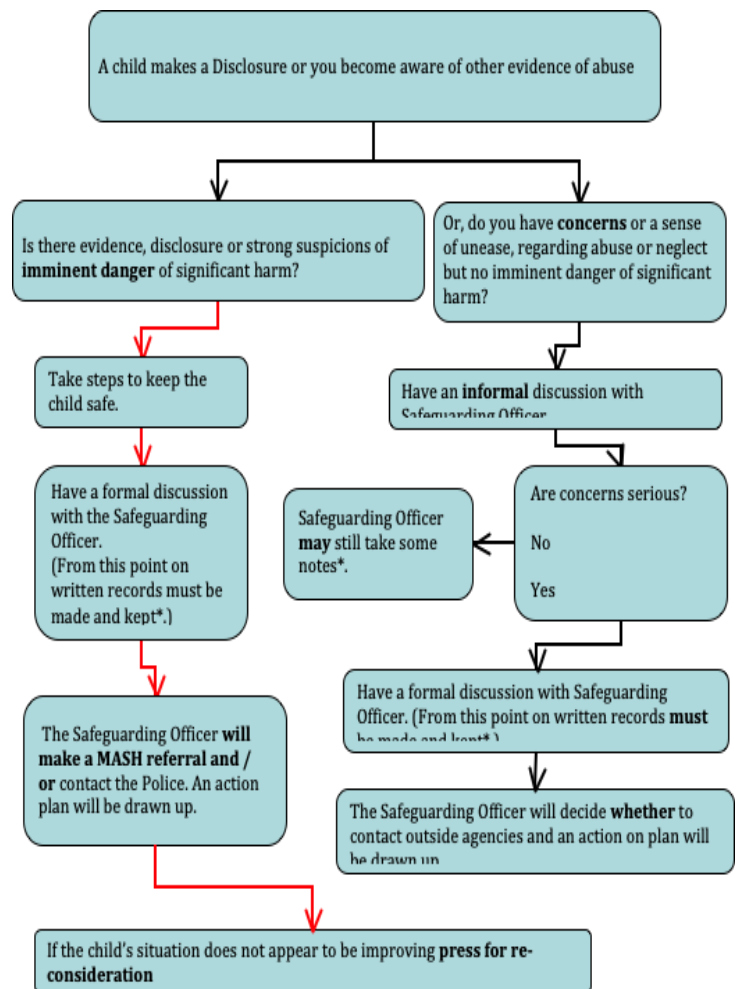
When there is a risk of immediate serious harm, managing concerns should always lead to help for the child. If the child's situation does not appear to be improving, by itself or as a result of the referral to an outside agency, the staff member with concerns should press for reconsideration.

Contact details for relevant agencies can be found in Appendix 2 of this policy, and on the school office.

1.2 ESCALATION PROCESS

The following process sets out what Park School staff will do if other agencies fail to respond to safeguarding concerns.

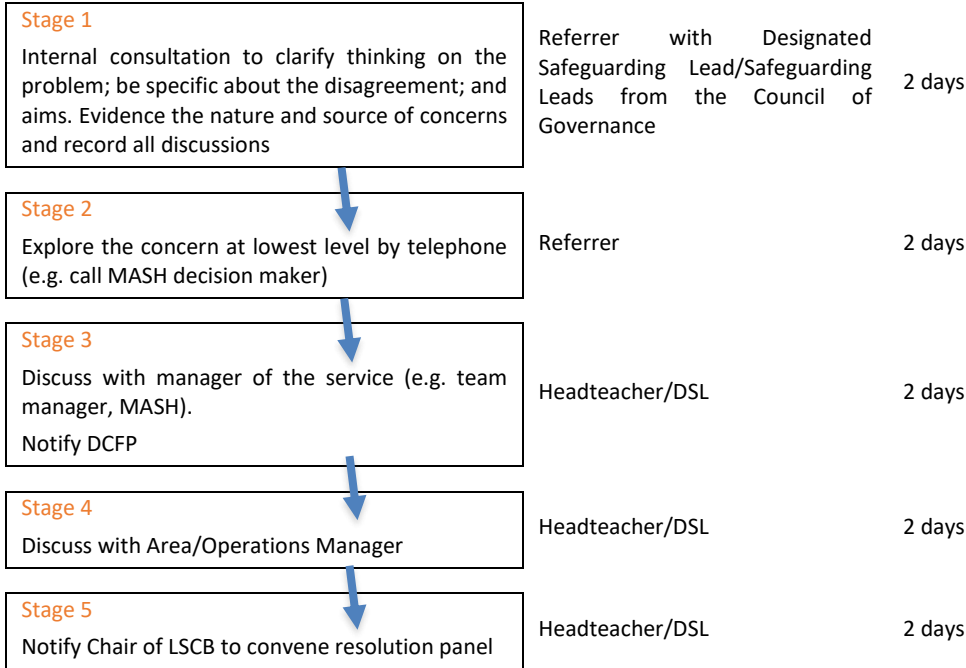
It is a guide, and if action is required more promptly to protect a young person the timeline will reduce (all risks of significant harm will be dealt with the same day). Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues.



In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on ensuring that the safety and welfare of the child concerned is assured whilst discussions take place.

Our process operates in line with the Devon Children & Families Partnership Escalation Policy.

Flow Chart of Escalation Process:



1.3 EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children’s social care Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse. Staff at Park School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If early help is appropriate, the designated safeguarding lead (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

<https://www.devonchildrenandfamiliespartnership.org.uk/>

1.4 LEVELS OF CONCERN

Because of the on-going care that all staff offer to all pupils, staff need to make some delineation between levels of concern and necessary action.

1. **Disclosure or other solid evidence of abuse must always be acted on.** Unless the child is clearly no longer at risk of further abuse and the DSL can be certain that no other child is at risk from the same source, abuse must be reported by the DSL to the relevant external outside agencies.
2. **If a member of staff suspects abuse, they must have a formal discussion with the DSL** who will then decide what further action is needed. A written record will be made of this meeting.
3. **If a member of staff is worried about the well-being of a child, but does not suspect actual abuse,** they may have an informal discussion with the DSL. They may also bring such concerns to the staff meeting if this is appropriate. Any possibly significant or reoccurring anxieties will be recorded and kept with the safeguarding notes.
4. **In the specific case of a disclosure or other evidence indicating Female Genital Mutilation staff must personally report this to the police in addition to liaising with the DSL.**

Teachers must legally report to the Police within one day.

5. **Even if a child who has been abused is no longer at risk,** a formal discussion must be had with the DSL who will then decide what further action is needed. Normally in these cases outside agencies would still be contacted because there may be a possibility that the abuser will have contact with other children.

Staff have a duty of care to all children in the school to support them through any difficulties they may be experiencing. If such difficulties do not reach any of the above levels of concern, it is at the professional discretion of the person concerned as to appropriate action.

Reference should be made to the [Devon Levels of Need Framework](#) in making assessments of lower-level concerns which may be addressed through Early Help. All staff must be aware of their limitations and consider with the child and, or their families, possible further help from counselling or outside agencies.

1.5 DEALING WITH CONCERNS ARISING OUT OF SCHOOL

It is recognised that informal teaching and social contact may take place outside school hours and/or the school premises. In these situations, the guidelines on managing concerns still apply but staff must take all possible steps to minimise any risk to themselves in supporting a child at risk. This will include reporting to and consulting with the Designated Safeguarding Lead and keeping detailed records of contacts and communications.

If possible, one-to-one contact without another adult being present should be avoided.

2 CONCERNS ABOUT SAFEGUARDING AND ALLEGATIONS OF ABUSE BY STAFF

Concerns and allegations that may meet the harm threshold:

For the sake of ease, this policy will refer to 'allegations'.

Allegations against staff (including supply staff, volunteers or contractors) will always be treated seriously. An allegation that may meet the harm threshold might include where it is alleged that someone working in the school, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of council.

The headteacher/chair of council will then follow the procedures set out in the Allegations Against Staff policy, if appropriate.

In the event of concerns/allegations in a situation where there is a conflict of interest in reporting the matter to the headteacher or the chair of council, this should be reported directly to the local authority designated officer(s) (LADOs).

The headteacher (or a designate) will always discuss the content of the allegation with Devon County Council's LADO (designated officer for the management and oversight of allegations), before any investigation begins.

Where an allegation against a member of staff is upheld, we will make a barring referral to the Teacher's Regulation Authority (TRA) and DBS. Allegations about prior members of staff or historic allegations will be referred to the police.

Where appropriate, the school will inform the ISI (Independent Schools Inspectorate) of the allegation and actions taken, within the necessary timescale (see the Allegations Against Staff policy for more detail).

Concerns that do not meet the harm threshold (low-level concerns):

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. Low-level concerns should be reported, in writing, to the Headteacher, or in the case of a concern about the Headteacher, to the Chair of Council.

Any concerns that an adult has acted in a way that is inconsistent with the **Staff Code of Conduct**, including inappropriate conduct outside of work, should be reported and dealt with in a timely manner to safeguard the welfare of children. Concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold (low-level concerns) set out above will be taken seriously and responded to in line with the procedures outlined in the **Allegations Against Staff policy**.

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work,
and

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

The reporting of low-level concerns enables the school to identify inappropriate, problematic or concerning behaviour early to minimise the risk of abuse, and

To ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's **Allegations against Staff policy**. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

3 CONCERNS ABOUT SAFEGUARDING AND CHILD PROTECTION FAILURES

If you have concerns about safeguarding practice which is not related to an individual member of staff, this should be raised with the DSL or Headteacher if you believe there to be a conflict of interest in raising this with the DSL.

If concerns do not appear to be taken seriously or are not being addressed staff should follow the guidance in the Whistleblowing Policy.

Where a staff member feels unable to raise an issue with the Head teacher or the Chair of Council, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: Thee NSPCC have a whistle-blowing helpline, staff can call 0800 028 0285 and email help@nspcc.org.uk where concerns can be discussed in confidence.

4 SAFER RECRUITMENT

Ensuring that we recruit and appoint the right staff is the starting point of ensuring that we maintain a safe environment for children. The Safer Recruitment Policy outlines procedures that the school will follow to deter unsuitable staff and to ensure that all staff, council members and volunteers working within the school are committed to the principles of safeguarding children.

Concerns raised about applicants for jobs or volunteer roles in the school, where it is clear that the person has previously been subject to being barred from working with children and young people, will be reported to the police.

5 VISITORS

A site is only as secure as the people who use it no matter how many fences are put up. Our site appears to be very open, but the boundaries of the school are very important to us and are clearly demarcated.

All visitors (other than parents collecting or dropping off children) must go immediately to the school office and sign in and out of our Visitor's Book. Visitor's badges with lanyards must be worn and be visible at all times. Visitors will also be made aware of the school safeguarding statement (Appendix 4).

Contractors, where possible, will be asked to undertake work outside of normal school hours or in the school holidays. If this is not possible contractors must sign the visitors' book, wear a badge and be supervised by a member of staff at all times.

Any visitors who do not have an enhanced DBS and barred list check will be under the supervision of a delegated member of staff and will not be able to work alone with pupils.

Parents are allowed to remain on-site for an agreed time with their children after the school day. This is a valuable time when families can meet, and children can play together. Parents who choose to stay on site with their children beyond the school day are expected to maintain direct supervision of their children once the children have been handed over by the class teacher.

All adults on site will adhere to the Use of Mobile Phones policy – Appendix 3

6 INFORMATION SHARING AND CONFIDENTIALITY

Sharing any concerns is a key part of keeping children safe. If a member of staff has a concern, they should explain to the child that they will discuss it with the DSL and or appropriate agencies as soon as possible in the conversation.

Due to the high staff to pupil ratio and the good levels of communication fostered in the school there is a lot of personal information that is learnt and can be shared. Staff will regularly have to make assessments as to when such information presents a potential or actual safeguarding concern. To guard against mistakes in this area the Designated Safeguarding Lead (or deputy if they are unavailable) will give supervision where staff are unsure. Most of the time such conversations are informal and just involve advice about how best to support the child. In instances where further action must be taken to protect a child it is the DSL's responsibility to make sure that action is taken (unless there is a risk of significant harm in which action must be taken even if the DSL is not available).

It is the responsibility of the person raising the concern to make sure that they know the matter is being dealt with, whilst they may not be able to know the details of the process and outcome from the concern.

We follow the 7 golden rules of information sharing:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data

Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

RECORD KEEPING

CPOMS is the primary means of recording safeguarding and child protection concerns. All staff should use this. A Safeguarding Concern form is available in the school office which can be used by volunteers and visitors to the school and given to the school administrator to add to CPOMS if necessary.

The Designated Safeguarding Lead will maintain and monitor a safeguarding log, on a secure web-based depository (CPOMS), in which all concerns raised will be recorded along with a summary of related discussions. Serious concerns resulting in action being taken will be recorded. In all cases all discussions with the child concerned and any others involved will be noted along with any other evidence, for example observations made by members of staff. Any physical notes together with any correspondence will be kept securely in separate case files.

A termly Safeguarding report will be given to the Council of Governance by the DSL.

PERSONAL INFORMATION

The Designated Safeguarding Lead ensures that safeguarding concerns are only shared with staff who 'need to know'. Any 'sensitive' information will only ever be shared with people who need to know and will never be shared in casual conversation.

Information relating to safeguarding and child protection concerns, where appropriate, will be shared with staff through CPOMS alerts and staff briefings and meetings.

INFORMATION SHARING GUIDELINES

Safeguarding and child protection information must only be shared on a 'need-to-know' basis.

CPOMS allows us to keep timely and accurate records so that the safeguarding team can have a more complete picture for each child. Alerts will be sent to all staff or to specific staff members according to the nature of the concern and the 'need-to-know'.

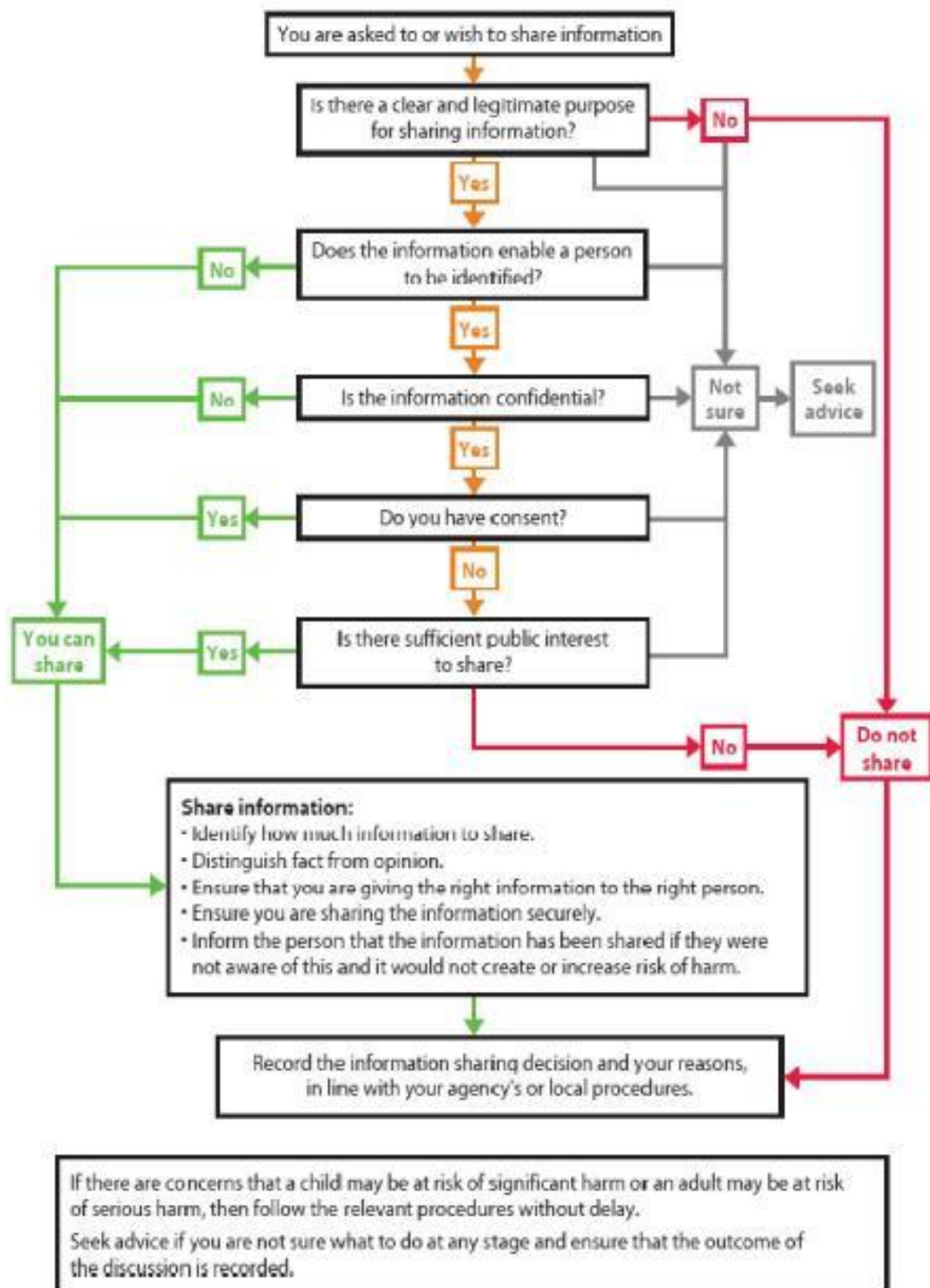
Information about safeguarding and child protection concerns, where appropriate, will be shared at the weekly staff meeting and the daily morning meetings. Information recorded in minutes of these meetings must respect the need for confidentiality. Any member of staff who feels that additional information

about a particular child would enable them to better support that child or keep them safer can ask for this directly from the Designated Safeguarding Lead.

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.

There are times when information will need to be shared with other agencies to ensure the safety and wellbeing of our children. There are protocols for how this information can be shared. Advice for sharing information can be found in the document 'Advice for Practitioners Providing Safeguarding Services to Children, Young People and Carers, July 2019'. See flowchart:

Flowchart of key questions for information sharing



ONLINE SAFETY

Children are potentially exposed to significant risk from online abuse. As part of the curriculum at Park School we will teach the children how to look after themselves and to look after each other, by being able to identify online risk and to report suspicious behaviour when they see it.

Staff also need to be aware of their responsibilities in how they use the internet and online social media platforms.

Regular communications with parents will be used to reinforce the importance of children being safe online by making parents aware what systems are used to filter and monitor online use and exactly what the children are doing online. Also, who they are interacting with online.

More information and guidance is contained in the **Online Safety policy**. Reference is made to the DfE publication "Teaching Online Safety in Schools

APPENDIX 1 – SAFEGUARDING AND CHILD PROTECTION ISSUES

Early help

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

- is disabled and has specific additional needs or certain health conditions;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- has a mental health need;
- is frequently missing/goes missing from care or from home;
- Is frequently missing from education;
- is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has a parent in prison;
- Is at risk of honour-based abuse;
- has returned home to their family from care; and
- is a privately fostered child. Abuse and neglect
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Contextual Safeguarding - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.

Safeguarding Children with Special Educational Needs and Disabilities (SEND) – SEND children have exactly the right to be safe from abuse and neglect and to be protected from harm. SEND children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about SEND children and unequal access to services and resources, and because they

may have additional needs relating to physical, sensory, cognitive and/ or communication impairment. Park School will ensure that our children who have SEN and or Disabilities are listened to and responded to appropriately where they have concerns regarding abuse. We will ensure that our staff and volunteers receive the relevant training to raise awareness on this issue and have access to specialist staff in the event they have concerns regarding abuse of a child.

Children and the court system - Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate [guides to support children 5-11 year-olds](#) and [12-17 year olds](#). They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison - Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

Children who are lesbian, gay, bi, trans, questioning or intersexual (LGBTQI). The fact that a child or a young person may be LGBTQI is not in itself an inherent risk factor for harm. However, children who are LGBTQI can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQI (whether they are or not) can be just as vulnerable as children who identify as LGBTQI. Risks can be compounded where children who are LGBTQI lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

APPENDIX 2: SAFEGUARDING ISSUES CONSIDERED TO BE CHILD PROTECTION ISSUES

The following safeguarding issues are considered to be Child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at www.swcpp.org.uk.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Park School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

1. Abuse Linked to Spiritual and Religious Beliefs/Ritual Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child. The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes *black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers*. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (See also, Female Genital Mutilation, below)

Indicators of faith abuse:

- Issues of neglect such as not being fed properly or being 'fasted', not being clothed, washed properly etc. but left to fend for themselves especially compared to the other children in the household;
 - Often the carer is not the natural parent and the family structure can be complex;
 - Children often appear distressed and withdrawn;
 - The child is seen as the scapegoat for a change in family circumstances for the worse;
 - In a group of children it may be the child who is relatively powerless vis-a-vis the parents/carers, maybe a child with no essential role in the family;
 - The child is seen as someone who violates the family norms by being physically different perhaps because of illness, disability or, in some cases, a suspicion by the father of adultery by the mother.
2. **Children Missing Education** - A child going missing from an education setting is a potential indicator of abuse or neglect. Basic to safeguarding children is to ensure their attendance at school. Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. School staff members must follow-up any unexplained absences, particularly on repeat occasions. A record must be kept of reasons for absence and any unsuccessful attempts to gain this information. Staff should act to identify any risk of abuse and neglect to students with unauthorised and unexplained absences, including sexual abuse or exploitation.

At Park School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Devon Education Welfare and Attendance Service to effectively manage the risks and to prevent abuse from taking place.

3. **Child Criminal Exploitation** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country

(county lines, see page 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

4. **County Lines** - County Lines is a major cross cutting issue – drugs, violence, gangs, safeguarding, exploitation, modern slavery, missing persons etc. Typically, it involves a gang from a large urban area travelling to locations such as county or coastal towns to sell class A drugs, grooming and using children and young people to deliver drugs to customers out of their areas – this often involves deception, intimidation, violence, debt bondage and/or grooming. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims.

Gangs operating county lines are targeting the most vulnerable children and adults in our communities; looked after children, targeting care homes, pupil referral units and the homes of vulnerable adults and those with mental health issues.

Children and vulnerable people are being placed at risk and being drawn into violence and criminality through the model. They are used to deliver drugs or operate out of local bases in the county/coastal locations.

Children are being subjected to debt bondage, threats and violence (knives as the most common weapon). Vulnerable adults are losing control of their homes through cuckooing.

Latest NCA report shows the age of children being drawn into county lines is getting younger with children in the age range, 12-18 and with 15-16 as the most common age.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals

5. **Domestic Abuse** -

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”.

Children exposed to abuse may also have been exposed to domestic violence and consequently a discontinuity of care. Prolonged and / or regular exposure to domestic violence can have a serious impact on a child's development and emotional well-being including a threat to an unborn child, physical assault as a result of a child's intervention between the adult participants, emotional distress and substance misuse which can be neglectful. Children of any age but especially those of an age and comprehension about what is going on in the family can be greatly distressed by witnessing the physical and emotional suffering of a parent.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or

victim of domestic abuse. At Park School we will follow our Safeguarding and Child Protection policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

6. **Forced Marriage** - Park School does not support the idea of forcing someone to marry without their consent. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.
7. **Under-age Marriage** - In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.
8. **Female Genital mutilation/female circumcision** - This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If a concern is brought to the attention of Park School, we will report those concerns to the police in order to prevent this form of abuse taking place. There is a mandatory duty for teachers to report FGM disclosures about a female under 18 years of age personally to the police after informing the DSL.
9. **Honour Based Abuse** - 'Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based abuse Park School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.
10. **Private Fostering** - Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a child with a disability) who is cared for and provided with accommodation by someone other than a parent, a person who is not a parent but has parental responsibility, a close relative or a Local Authority for more than 28 days and where the care is intended to continue.

It is a statutory duty for us at Park School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

11. Neglect

Neglect is the ongoing failure to meet a child's basic and essential needs. This can include not getting enough to eat or being left alone in dangerous situations.

Children need adequate food, water, shelter, warmth, protection and health care and they need their carers to be attentive, dependable and kind. If a child does not have a safe and stable home, this is neglect.

There are many signs that may indicate that a child is being neglected. If your common sense and instincts tell you that something is wrong then you should take action.

Children may be neglected because they come from disadvantaged backgrounds, although most children from such backgrounds are well cared for. A child's circumstances may make them more vulnerable to neglect, such as children who are in care or seeking asylum.

A child who is neglected will often suffer from other forms of abuse as well, such as [physical](#), [sexual](#) or [emotional](#), although this isn't always the case. Neglect is dangerous and can

have a debilitating and long-term effect on a child's physical wellbeing, and on their mental, emotional and behavioural development. In severe cases, the effects can cause permanent disabilities and even death.

12. **Online abuse** is any type of abuse that happens on the internet, through social media, online gaming or mobile phones. Children and young people may be the victims of online grooming, sexual abuse, sexual exploitation or emotional abuse. Children and young people can be at risk of online abuse from people they know, as well as strangers. They may or may not be experiencing abuse in the real world as well. They also may be exposed to sexting, online misrepresentation and cyberbullying.

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Sexting is where people share sexual images via text message or through messaging apps such as WhatsApp, Facebook Messenger or Snapchat. It is illegal for anyone to post an indecent or nude picture online of someone under 18. These images can be reported to the Internet Watch Foundation. Find out more about sexting from Childline.

Online misrepresentation, popularly known as 'catfishing', is when someone pretends to be someone else to befriend people online. Often, people use pictures of people that are younger than themselves or of the opposite sex on social media accounts and chat rooms. These relationships can become romantic and sometimes lead to emotional or sexual abuse.

Cyberbullying is bullying that occurs on social media, online gaming or via mobile phones. It can be more harmful than other forms of bullying as it can occur day or night. It is sometimes harder to trace the bully online.

13. **Radicalisation and extremism** – Radicalisation is when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts.

It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs and prejudices against particular groups of people.

Anyone can be radicalised, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It can be hard to know when extreme views become something dangerous, and the signs of radicalisation aren't always obvious.

There is no specific profile for a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

Radicalisation can be difficult to spot, but signs that could indicate a child is being radicalised include:

- a change in behaviour
- changing their circle of friends
- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- accessing extremist material online
- using extremist or hate terms to exclude others or incite violence
- writing or creating artwork promoting violent extremist messages

Radicalisation doesn't happen overnight. It is a gradual process, so young people who are affected may not realise what's happening.

It is the school's duty to prevent people from being drawn into terrorism. Where it is suspected that a child's risk of being drawn into extremism, the school will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

The school has a policy which outlines its approach to safeguarding children from radicalisation and extremism.

14. **Trafficked Children** - Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant / sweatshop, drug dealing, shoplifting and benefit fraud. Where Park School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.
15. **Child on Child Abuse** (Sexual violence and sexual harassment) between children in schools and colleges This is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships (both intimate and non-intimate). It can take various forms including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of sexual violence and harassment. This should form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school approach to safeguarding.

The designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

The [NSPCC](#) has useful information and tools to support professionals to distinguish where sexual behaviour starts to fall under the remit of harmful sexual behaviour. This is based on The Continuum of Sexual Behaviours proposed by Hackett in 2010 (below).

It is therefore suggested that bullying falls into the "inappropriate" / "problematic" categories and on this continuum child on child abuse falls into the "abusive" and "violent" categories. This is still controversial, and there are no clear boundaries as to when something is on category or another as it can be down to personal perception, however it gives a starting point.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

16. **Sexually Active under Eighteen years old** - It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Park School we will ensure our policy for managing this issue links to the available protocol.

17. **Child Sexual Exploitation** - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

All staff should be able to reassure victims they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

18. **Sexual violence and sexual harassment** - Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

19. **Up skirting** – This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

20. **Serious violence** - There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse.

Gang membership isn’t illegal, but once involved members are more likely to commit robbery, assault or drug offences and to carry or use knives and guns. They may take risks with their physical safety and sexual health and are far more likely to become victims of crime and risk serious injury or even death.

It’s not only boys who join gangs. Young women can be involved as gang members or associates and they are particularly vulnerable to becoming involved in risky sexual behaviour.

Specific Safeguarding issues – further information:

- child sexual exploitation (CSE): <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence: <https://www.gov.uk/domestic-violence-and-abuse>
- drugs: <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness: <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM): <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

- forced marriage: <https://www.gov.uk/forced-marriage>
- gangs and youth violence:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf
- gender-based violence/violence against women and girls (VAWG):
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health: <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering: <https://www.gov.uk/government/publications/children-act-1989-private-fostering>. There is a mandatory duty to inform the Local Authority of children in such arrangements.
- radicalisation: <https://www.gov.uk/government/publications/channel-guidance>
- the impact of new technologies on sexual behaviour, e.g. sexting: <http://ceop.police.uk/>
- teenage relationship abuse: <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Allegations of abuse by another student
- Homophobic or transphobic abuse
- Child on child abuse: <https://www.farrer.co.uk/News/Briefings/child> on child-ABUSE-TOOLKIT/

Further information should be sought about guidance and practical support if any of the above are thought to be factors in a case of abuse or suspected abuse.

APPENDIX 3 – SAFEGUARDING CONTACTS

Multi-Agency Safeguarding Hub (MASH):

For members of the public:

If you are concerned about the safety of a child in Devon and want to speak to someone, or if you are a child worried about your own safety, contact Devon Multi-Agency Safeguarding Hub (MASH) on [0345 155 1071](tel:03451551071) or email mashsecure@devon.gov.uk and give as much information as you can.

If a child is at immediate risk contact the police on [999](tel:999).

If you are a professional:

To make a referral or for informal help and advice regarding a child protection concern:

Telephone: 0345 155 1071 (Monday-Friday 9.00am-5.00pm, (Friday 4.00pm)

5pm to 9am and at weekends and public holidays, please contact: Emergency Duty Service 0845 6000 388

Email: mashsecure@devon.gov.uk

Address: PO Box 723, Exeter, EX1 9QS

<http://www.devon.gov.uk/childprotection>

MASH referral (enquiry)

<https://new.devon.gov.uk/educationandfamilies/child-protection/making-a-mash-enquiry>

Information about the process of making a MASH referral (enquiry) including threshold descriptors, the referral form and information for parents and carers.

Local Authority Designated Officers (LADO) for Managing Allegations

Allegations against staff: LADO Coordinator – Kylie Malloy, 01392 384964

Joint Agency Child Abuse Team (JACAT) and Service around the Child (SAC)

A joint agency team funded by Social Services and Health Trust. Offers support and advice to professionals in the field of child care services and facilitates assessment and / or therapeutic help for abused children and their families or carers.

JACAT, Church Lane, Heavitree, Exeter, EX2 4NU

Telephone: 01392 208772

Child and Adolescent Mental Health Services (CAMHS)

Integrated Child and Adolescent Mental Health team that is based within integrated children's services across Devon. Together we are working to improve the Emotional Health and Wellbeing of Children and Young People under the age of 18 years.

<http://devon.integratedchildrenservices.co.uk/camhs/>

01392 208600

URGENT REQUESTS FOR REFERRAL / PSYCHIATRIC ASSESSMENT - telephone your local office if you have an urgent referral. All urgent referrals will be considered immediately and responded to appropriately.

CHILD PROTECTION

If you are concerned that a child is at risk of harm from physical, sexual or emotional abuse, you must refer through MASH or the police.

Police

Police Central Referral Unit - 0845 605 1166

Devon & Cornwall police non-emergency - 101

In an emergency always dial 999

Early Help

Early Help is the extra support your family can get if you need it. It may be that you want to prevent a problem, or change things for your family before the problem becomes more serious.

It is not a specific service or team, it's an approach that brings together people from a range of services and teams who will work together with your whole family to help improve the situation for everyone.

It can offer support to families from pre-birth to adolescents with all sorts of issues from parenting, employment and school attendance to emotional wellbeing or anti-social behaviour.

For information and advice regarding Early Help, visit <https://www.dcfp.org.uk/early-help/>

Devon Children and Families Partnership

<https://www.devonchildrenandfamiliespartnership.org.uk/>

The DCFP website contains information for children and young people, parents and carers and the children's workforce.

South West Safeguarding and Child Protection Procedures

<https://www.proceduresonline.com/swcpp/devon/index.html>

South West Child Protection Procedures can be accessed on the above link. In addition, the procedures can be accessed from the DSCB website and the Early Years and Family policy and procedures site.

Child Exploitation Online Protection (CEOP)

<http://www.thinkuknow.co.uk/>

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

APPENDIX 4 – USE OF MOBILE PHONES

At Park School the welfare and well-being of our pupils is paramount.

The aim of this policy is to safeguard the children at Park School and to give guidance on the safe use of mobile phones where necessary whilst on school premises.

This policy applies to all individuals who have access to personal mobile phones on site. This includes staff, volunteers, Council members, children, young people, parents, carers, visitors and contractors.

STAFF

Mobile phones should always be switched off in the Early Years area.

No members of staff are permitted to make or receive calls/texts during contact time with children. The exceptions to this are if a member of staff is expecting an emergency call, in which case the phone should be set to silent and vibrate) and if a call is needed to be answered, the member of staff should move to an area away from the children. When on a school trip or activity away from the main school grounds, the lead staff member should ensure that *at least* one member of staff has an active phone and that the key contact at school knows who to contact in emergency.

As a general rule, staff should not use personal recording devices to record images of pupils at any time. However, there may be times when it is desirable to use a personal camera or other device to capture a moment or to get higher quality images. Where this is required, permission from the Headteacher should be sought and images should be transferred to a school device as soon as possible and subsequently deleted from the personal device.

Under no circumstances should video or photography be taken of any child in a state of undress, or in private.

Staff should report any usage of mobile devices that causes them concern to the Headteacher

CHILDREN

Children are not allowed to have possession of mobile phones during the school day. However, if a mobile phone is needed for contact with parents, carers, etc. before or after school, the mobile phone must be handed to the class teacher for safekeeping.

Recording devices, either personal or school property, may be used with the permission and supervision of the class teacher.

VOLUNTEERS, VISITORS, COUNCIL OF MANAGEMENT AND CONTRACTORS

Volunteers, visitors, Council of Governance and contractors should ensure that mobile phones are switched to silent at all times in school. In the Early Years area, mobile phones should be switched off. The recording of video or photographs are not permitted except with the explicit permission of a teacher or the Headteacher, and then only when children are not present.

Where it is necessary to use a mobile phone, this should not be done when children are present in the area.

On arrival, such visitors will be informed of our expectations around the use of mobile phones.

PARENTS / CARERS

While we would prefer mobile phones are not used while at school, we recognise that this would be impossible to regulate and that many parents/carers regard their phones as essential means of communication at all times. We ask that usage of mobile phones is courteous and appropriate to the school environment, preferably off site and certainly away from children.

EARLY YEARS SETTING - Phones may not be used in the Early Years setting for any purpose. Adults are asked to leave the premises in order to make or receive mobile phone calls. Mobile recording devices may be used if they are school property or specific permission has been given by a member of staff.

We allow parents/carers to photograph or video school events such as shows or sports day using their mobile phones but expect that parents/carers do not to publish images (e.g. on social networking sites) that include any children other than their own.

CONCERNS

Any usage of mobile devices by visitors, parents, etc that causes anyone concern should be reported to the DSL. Any usage of mobile devices by staff must be reported to the Headteacher.

APPENDIX 5 - DESIGNATED SAFEGUARDING LEAD ROLE AND RESPONSIBILITIES

To manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required, noting that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

To work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for all staff.

To undertake and deliver training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

To raise awareness

The designated safeguarding lead should:

- ensure the school's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

To maintain and manage the child protection file

- Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within five days. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Availability of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school to discuss any safeguarding concerns. The role of the DSL is explained in more detail in KCSIE 2022- Annex B.

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Welcome to Our School

All staff, children, visitors, volunteers and contractors are all responsible for keeping children safe.

Our three guiding principles are:

- To take care of yourself
- To take care of others
- To take care of the place you are in

If you are worried about something you see here, you have a duty to tell someone about it.

Our safeguarding leads are:

Mark Maynard -Designated Safeguarding Lead

mark@parkschoolonline.com

Arnet Donkin-Deputy Designated Safeguarding Lead

arnet@parkschoolonline.com

Nathan Gribble - Designated Safeguarding Council Member

Nathan can be contacted via the school office or by telephone, 01364 653666

If you have a safeguarding concern, ask at the office to speak to one of these people in private. You do not have to say what it is about.

If you do not want to tell us about it, we understand. Please contact Devon County Council on 0345 155 1071.

Please do not use your mobile phone in school. Ensure your phone is **switched off** in the Early Years setting at all times.

Photographs should not be taken of the children or within school without the permission of the headteacher.

Parents taking photographs at school events must not post these onto social media platforms.

SAFEGUARDING AND CHILD PROTECTION POLICY 2022

Confirmation of Understanding

I hereby confirm that I have read, understood and agree to comply with the school's Safeguarding and Child Protection Policy

Name: _____

Position/Post Held: _____

Signed: _____

Date: _____