

**Child Protection and Safeguarding Policy**  
**Parkgate Primary School**  
**The Futures Trust**  
**September 2024**



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**Reviewed by:** Zoe Richards

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# 1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2024)** as;

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment;
- preventing the 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; and
- taking action to enable all children to have the best outcomes.

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

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

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

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

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

# 2 Introduction

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

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Parkgate Primary School's commitment to keeping children safe;

- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Parkgate Primary School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Parkgate Primary School, The Futures Trust is committed to the following principles;

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

2.4.1 The safeguarding aims of Parkgate Primary School, The Futures Trust, in line with Keeping Children Safe in Education (**September 2024**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;

- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Parkgate Primary School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(2024\)](#)
- [Working Together to Safeguard Children 2018 \(updated 2022\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings addendum \(April 2020\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex B** of Keeping Children Safe in Education (**September 2024**).

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

- The Futures Trust Safer Recruitment Policy
- The Futures Trust Code of Conduct
- The Futures Trust Suitability Policy- Statement on the Recruitment of Ex-offenders
- The Futures Trust Reference Policy (Providing and requesting)
- The Futures Trust ICT Acceptable Use Policy
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other staff and Volunteers
- Whistleblowing Policy
- Volunteer Policy
- Visitor Management Policy
- E-Safety Policy
- Behaviour and Welfare policy
- Attendance policy
- Anti-bullying policy
- PSHE policy
- RSE policy
- Online safety policy

- Educational Visit Policy
- Children Missing in Education Policy
- Any other relevant policies

## 2.9 Scope

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

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2024**) in this policy, it should be understood that Parkgate Primary School, The Futures Trust, will always refer to this document as the benchmark for all safeguarding practice.

## 3 Roles and Responsibilities

### 3.1 The Role of the Governing Body and/or Proprietors

3.1.1 Parkgate Primary School, The Futures Trust has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Carol Blair a Trustee of the Futures Trust. The Governing Body has appointed the Headteacher to the role of DSL and this responsibility in the job description. Part 2 of Keeping Children Safe in Education (**September 2024**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Parkgate Primary School, The Futures Trust safeguarding arrangements;
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training in Parkgate Primary School, The Futures Trust are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Parkgate Primary School, The Futures Trust takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that Parkgate Primary School, The Futures Trust has an effective child protection policy, ([www.parkgate-coventry.org.uk/page/?title=Policies&pid=68](http://www.parkgate-coventry.org.uk/page/?title=Policies&pid=68))

published on Parkgate Primary School website or available by other means and review this annually;

- Ensure that Parkgate Primary School, The Futures Trust has a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure Parkgate Primary School, The Futures Trust contributes to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

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

### 3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;



- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; At Parkgate Primary School, The Futures Trust, the Deputy Headteacher/Deputy DSL is responsible for online safety. However, the DSL, the Headteacher will still retain ultimate responsibility for this
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that Parkgate Primary School, The Futures Trust collaborates with Children's Services, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to Parkgate Primary School, The Futures Trust to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2024**).

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

3.3.1 The Designated Safeguarding Lead (DSL) for Parkgate Primary School, The Futures Trust is Zoe Richards (Headteacher). Our Deputy Designated Safeguard Leads (DDSL) in the DSL's absence are Zoe Brown, Overcoming Barriers To Learning Team Leader / Ben Henley, Deputy Headteacher / Nikki Dunn, Attendance and Punctuality Champion

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring) in Parkgate Primary School, The Futures Trust;

- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2023;
- Always be available during term time (during school hours) for staff in Parkgate Primary School, The Futures Trust to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Parkgate Primary School, The Futures Trust with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed!;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (**September 2024**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Parkgate Primary School, The Futures Trust;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Parkgate Primary School, The Futures Trust leadership team;
- Promote a 'culture of safeguarding', in which every member of Parkgate Primary School, The Futures Trust community acts in the best interests of the child;

- Ensuring Parkgate Primary School, The Futures Trust knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) the safeguarding link governor and/or Chair of Governors to review safeguarding in Parkgate Primary School, The Futures Trust and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health; and
- Be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (**September 2024**).

### **3.4 The Role & Responsibilities of all Staff within School**

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Parkgate Primary School, The Futures Trust;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; Parkgate Primary School, The Futures Trust behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Parkgate Primary School, The Futures Trust that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (**September 2024**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;

- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Will receive regularly updated safeguarding and child protection training including online safety, filtering and monitoring processes;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### **3.5 Multi-Agency Working**

3.5.1 Parkgate Primary School, The Futures Trust is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

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

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments (**Pathways Family Hub, West 1, Lawrence Saunders Road, CV6 1HD. 02476 978130**)

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

## 4 Types of abuse

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

The four main types of abuse that staff are trained to recognise are;

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

### 4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

	<p>insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<p>Sexual abuse</p>	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Parkgate Primary School, The Futures Trust's policy and procedures for dealing with this.</p>

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

4.3 Indicators of abuse can be found in Appendix B.

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

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

4.6 Parkgate Primary School, The Futures Trust recognises that any child can be the victim of abuse and may benefit from early help. However, Parkgate Primary School, The Futures Trust will be particularly vigilant to potential need for early help if a child;

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

4.7 Parkgate Primary School, The Futures Trust recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Parkgate Primary School, The Futures Trust believes that a child is at risk of or is the victim of;

- bullying, including cyber- or online-bullying; prejudice based and discriminatory
- child criminal exploitation and sexual exploitation; (including involvement in county lines);
- domestic abuse;
- emotional abuse;



- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

**4.8** Parkgate Primary School, The Futures Trust will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (**2024**) to support children and families in the following circumstances;

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

**4.9 Child potentially at greater risk of harm**

4.9.1 Parkgate Primary School, The Futures Trust recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

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

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

#### **4.10 Children absent/missing from Education**

4.10.1 Parkgate Primary School, The Futures Trust understands that children that are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines. This includes children missing from education that are not on roll

4.10.2 Parkgate Primary School, The Futures Trust will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll

#### **4.11 Elective Home Education**

4.11.1 Parkgate Primary School, The Futures Trust recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart. However, elective home education can mean that some children are not in receipt of suitable education.

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

#### **4.12 Children requiring Mental Health support**

4.12.1 Parkgate Primary School, The Futures Trust recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

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

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

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There

are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should alert DSL/DDSs and submit a written referral to the Overcoming Barriers Team, Dr. George Harris (Clinical Psychologist) or Ben Henley (Senior Mental Health Lead). All actions should be recorded in a timely fashion on CPOMS. Staff are made aware of the Escalation Policy and how to access it.

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

4.12.6 Parkgate Primary School, The Futures Trust has a trained Mental Health First Aider (Overcoming Barriers Team Leader) and the Head, Deputy and Chair of Governors have all attended Mental Health First Aid training. Parkgate Primary School, The Futures Trust has a designated member of staff responsible for the promotion of mental health and wellbeing across Parkgate Primary School, The Futures Trust (Ben Henley).

4.12.7 Further information, guidance and advice regarding mental health can be found in paragraph 41 of **Keeping Children Safe in Education 2024**

4.13 Parkgate Primary School, The Futures Trust have a duty to refer any children who are living in a private fostering arrangement to the local authority.

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

#### **4.15 Children who are Lesbian, Gay, Bi or Trans (LGBT+) or may be gender questioning children**

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

4.15.2 In line with updated Keeping Children Safe In Education (2024) guidance, it is important to consider the Cass review, which identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.15.3 It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.15.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

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

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

## **5 Responding to signs of abuse**

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

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

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

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

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

- listen carefully to the child and believe what they are saying;

- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

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

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Parkgate Primary School, The Futures Trust to make decisions about protecting children, please visit

<http://www.coventry.gov.uk/righthelprighttime>.

5.7 See page 28 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2024**).

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

- are informed by a girl under 18 that an act of FGM has been carried out on her;  
or

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

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

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

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Parkgate Primary School, The Futures Trust Prevent duty.

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

## **5.12 Child on Child Abuse**

5.12.1 Parkgate Primary School, The Futures Trust understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.

All members of staff at the school maintain the attitude of 'It can happen here' to ensure all children are safeguarded. One way this is done is by addressing inappropriate behaviour. All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

Refer to School behaviour and Welfare policy which mentions sexual violence and sexual harassment

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child on child abuse. Parkgate Primary School, The Futures Trust will ensure

staff understand what is meant by child on child abuse and the school's policy on child on child abuse by regular training and updates.

5.12.3 Parkgate Primary School, The Futures Trust will work to prevent child on child abuse by educating staff through training and dialogue and through the delivery of a bespoke PSHE programme utilising national programmes and resources e.g. NSPCC PANTS.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Parkgate Primary School, The Futures Trust will investigate this as outlined in the Child on Child Abuse Policy and Procedures.

5.12.5 In the event that an allegation of child on child abuse is made, victims and alleged perpetrators and any other children affected will be supported by:

### **For the child who has been harmed**

The support they require depends on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case, it is necessary that this child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE that certain issues can be discussed and debated more frequently.

If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

### **For the child who has displayed harmful behaviour**

In this circumstance, it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through strengthening families/early help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this

has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

Parkgate Primary School may also choose a consequence for the child, such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child person to reflect on their behaviour and referral to the MASH will be considered.

5.12.6 Parkgate Primary School, The Futures Trust will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Parkgate Primary School, The Futures Trust, is aware of more vulnerable groups to consider regarding child on child abuse. Vulnerable groups include: Our youngest children, those with Special Needs and those who are none verbal. We maintain an attitude of 'it could happen here'. Staff are aware that abuse is not always gender specific and can be between pupils of the same sex.

5.12.8 Parkgate Primary School, The Futures Trust will adhere to guidance set out in Keeping Children Safe in Education (2024) when responding to incidents of child-on-child abuse.

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

### **5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

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



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

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

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

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

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

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes;

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

5.14.2 Parkgate Primary School, The Futures Trust has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. (See *Online Safety Policy/PHSE policy*).

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

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

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

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

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

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

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

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

## **5.15 Domestic Abuse**

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

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. Parkgate Primary School, The Futures Trust subscribes to Operation Encompass and operates a first day calling policy

## **5.16 Searching, Screening and Confiscation**

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Parkgate Primary School, The Futures Trust.

5.16.2 Parkgate Primary School, The Futures Trust adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.16.3 Please see searching, screening and confiscation policy for further information and also the Safer Handling policy

## **5.17 Online Safety**

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

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

5.17.2 The school understand that the above can take place on a students phone or smart device (including smart watches) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology (refer to behaviour and welfare policy/acceptable use policy, mobile and smart technology policy and online safety curriculum). **Staff in EYFS are aware that they are not to wear smart watches that have the ability to record or take photographs.**

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. Devices used on the school network and off the school network are monitored by Smoothwall. Alerts are triggered and categorised as low or high risk. From this, reports are generated and sent daily to the IT team and to DSLs in school. Any high-risk alerts are also accompanied with a phone call and email to the headteacher. Staff are aware of how to escalate concerns.

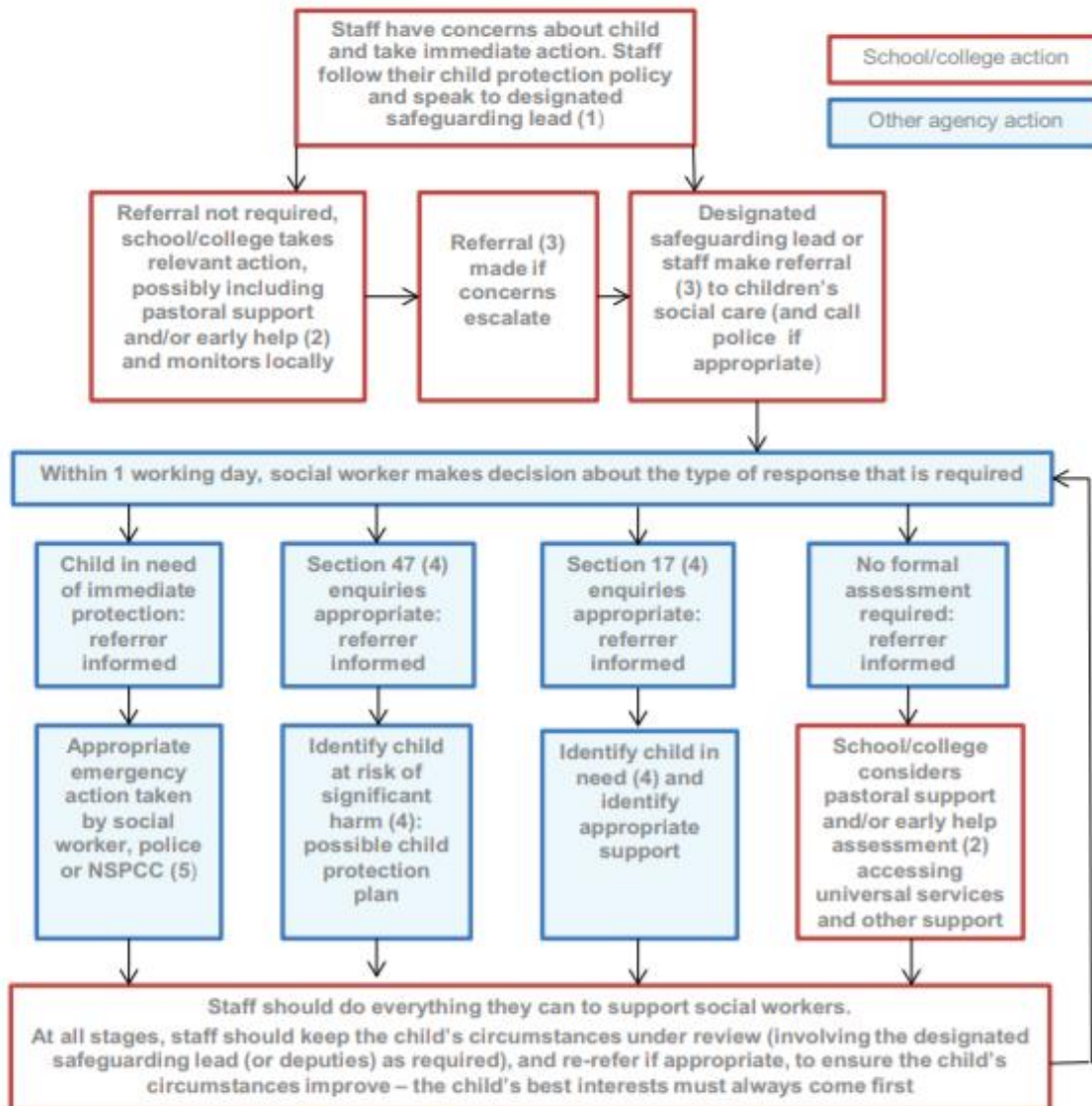
The effectiveness of this is regularly reviewed with Central Trust colleagues.

## **5.18 Extra-Familial Harm**

5.18.1 Parkgate Primary School, The Futures Trust recognises that safeguarding incidents can be associated with factors outside Parkgate Primary School, The Futures Trust and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.18.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside Parkgate Primary School, The Futures Trust and/or can occur between children outside these environments.

## Actions where there are concerns about a child



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

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

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

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

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

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH.

Parkgate Primary School, The Futures Trust will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

**MASH Telephone number:** 02476 788 555

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

**Out of hours Emergency Duty Team:** 02476 832 222

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

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

## 6 Record-keeping

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

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

6.3 Parkgate Primary School, The Futures Trust keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMs).

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in year transfers). Once received by the new school, this school will not retain the information.

6.6 Parkgate Primary School, The Futures Trust will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Parkgate Primary School, The Futures Trust is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information;

(See data protection policy, privacy notice, available on the school website)

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2024).

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins the school. At the start of each new academic year, Data Collection forms are redistributed for parents to update with their preferences. There is an option for parents to inform the school of any changes during the academic year if they so wish.

7.2 Parents can withdraw consent at any time and must notify Parkgate Primary School, The Futures Trust if they do not wish their child's photographs to be used.

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

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

(See data protection policy, privacy notice, available on the school website)

## 8 Early Help Assessment

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

**(Pathways Family Hub, West 1, Lawrence Saunders Road, CV6 1HD. 02476 978130)**

8.2 Any child may benefit from early help, but as guided by KCSIE (2024) all school and college staff will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

8.3 Parkgate Primary School, The Futures Trust works within the Coventry Safeguarding Children Partnership's ['Right Help, Right Time'](#) framework, available on the CSCP website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Parkgate Primary School, The Futures Trust has committed to training staff throughout the academic year. All staff members will be made aware of the school's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education **(September 2024)**
- School procedures for Children Absent from Education
- Parkgate Primary School, The Futures Trust Behaviour Policy

9.2 Staff at Parkgate Primary School, The Futures Trust will engage in the following professional development in relation to Child Protection and Safeguarding;

- Thrive
- Mental health
- Online safety
- Local authority training
- DSL briefings
- E-bulletins
- Governor and volunteer training
- Safer Handling
- Prevent
- Safer Recruitment

9.3 Parkgate Primary School, The Futures Trust recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude

images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

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

## 10 Safer Recruitment

10.1 Parkgate Primary School, The Futures Trust is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

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

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

10.3 All new members of staff will be required to obtain DBS clearance. Parkgate Primary School, The Futures Trust reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may ask candidates to be registered on the DBS update service.

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

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to Parkgate Primary School, The Futures Trust who has not been subject to the necessary checks will be supervised at all times and risk assessed.



10.7 All safer recruitment practices at Parkgate Primary School, The Futures Trust comply with Keeping Children Safe in Education (September 2024). See Part 3 of Keeping Children Safe in Education (September 2024) for further information.

**See Safer Recruitment policy for further details.**

- a. The school will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.
- b. When recruiting volunteers the school will adhere to and fully implement the Trust's Volunteer Policy.
- c. The school's safer recruitment practices will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a regular basis, and any actions required will be reported to the Headteacher, Governing Body and Trust.

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

11.1 Parkgate Primary School, The Futures Trust takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2024) and the CSCP Guidance, ['Allegations Against Staff and Volunteers'](#).

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

### 11.2 Allegations or concerns may include

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

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors (Carol Blair) without delay. In the event that the Chair of Governors is unavailable due to illness or other circumstance, concern must be reported to the CEO of The Futures Trust (Chris Jupp) or directly to the Local Authority Designated Officer.

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

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

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust 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 they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

11.7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:

[https://myaccount.coventry.gov.uk/service/Allegations against people who work in positions of trust with children referral](https://myaccount.coventry.gov.uk/service/Allegations%20against%20people%20who%20work%20in%20positions%20of%20trust%20with%20children%20referral)

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing [lado@coventry.gov.uk](mailto:lado@coventry.gov.uk).

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- 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. Or;
- Humiliating pupils.

The details of the LADO can be found at the front of this policy.

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2024*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

11.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Parkgate Primary School, The Futures Trust in managing the allegation.

11.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

### **11.11 Supply Teachers and all contracted staff**

11.11.1 Although Parkgate Primary School, The Futures Trust does not directly employ supply teachers and contractors, Parkgate Primary School, The Futures Trust will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 Parkgate Primary School, The Futures Trust will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

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

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

### **11.12 Governors**

11.12.1 If an allegation or concern is about a Governor, the school will follow local procedures and inform the CEO of The Futures Trust (Chris Jupp)

### **11.13 Volunteers**

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

### **11.14 Whistleblowing**

11.14.1 Parkgate Primary School, The Futures Trust operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or the school's safeguarding processes to the senior leadership team.

**11.14.2** Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

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

### **11.15 - Complaints Procedure**

The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. (Please see Complaints policy on the school's website)

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

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

12.1 Parkgate Primary School, The Futures Trust recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Parkgate Primary School, The Futures Trust will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, Parkgate Primary School, The Futures Trust will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education (see policy on the School website)

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

Children at Parkgate Primary School, The Futures Trust will receive the following as part of our promotion of safeguarding across the curriculum:

- PSHE curriculum
- Protective behaviours
- PANTS
- Parent sessions
- SRE consultation
- Assemblies
- Termly Anti-Bullying Assemblies
- Wellbeing Family Group sessions

#### **12.4 Education at home and remote education**

The remote learning offer and policy is available on the school website for parents. It is compliant with all statutory duties.

This has also previously been emailed to all parents and shared with governors.

A named Senior Leader has responsibility for the quality and delivery of remote education and is responsible for providing staff with high quality CPD.

School has a number of devices that are available to be distributed those learners who are unable to attend school and do not have any access to a device at home.

Support is available for parents if required.

Where a child is not engaging in online learning, contact will be made initially through the Class teacher or Overcoming Barriers Team to ascertain the family circumstances. Where these cannot be addressed, through this forum, SLT will intervene.

Parkgate Primary School, The Futures Trust continues to operate under this policy and KCSIE/WTTSC when children are learning at home or at school.

### **13 Children Looked After**

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Parkgate Primary School, The Futures Trust recognises

that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Zoe Brown

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

13.3 Parkgate Primary School, The Futures Trust will work with Personal Advisors when children leave care (where applicable).

13.4 Parkgate Primary School, The Futures Trust is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## **14 Children with Special Educational Needs and Disabilities or physical health needs**

14.1 As outlined in Keeping Children Safe in Education (2024), Parkgate Primary School, The Futures Trust is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>6</sup>

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

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

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

## **15 Use of reasonable force**

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

Parkgate Primary School staff are trained in the use of 'Safer Handling'. This involves theory which covers de-escalation strategies and also a practical session that ensures the safety of the children and the adults if, as a last resort, physical intervention is required. All incidents are recorded thoroughly in the Bound book as well as on CPOMS. Any incidents of Safer Handling are reported to the Governing Body.

(See Safer Handling policy)

## **16 Work Experience / Alternative Provision**

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

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

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

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

## **17. Use of school or college premises for non-school/college activities**

Parkgate Primary School may hire or rent out the school's facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters where appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. [Keeping children safe in out-of-school settings](#) offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

## **18 Children staying with Host families (See Annex D KCSIE)**

## **19 Boarding Schools and residential settings**

## **20 Summary**

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

## **Appendix A**

Parkgate Primary School, The Futures Trust adheres to Coventry Safeguarding Children Partnership Policies, which can be found on the school website. The school's safeguarding policy is intended to be used in conjunction with the following policies;

- [Allegations Against Staff or Volunteers \(CSCP\) LINK UPDATED](#)
- [Allegations Against Members of Staff](#)



- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs – Managing Medical Incidents
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\) LINK UPDATED](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy (including the filtering and monitoring system)
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Handling Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Visitor Management Policy
- Whistleblowing Policy
- External speakers Risk Assessments

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.4, Parkgate Primary School, The Futures Trust will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2024)**, Annex A.

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

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

Parkgate Primary School, The Futures Trust takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See PSHE overview on School website.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

### **Child criminal exploitation (including involvement in county lines)**

Parkgate Primary School staff have an understanding of Child criminal exploitation and have regular updates on Coventry specific Issues through involvement. by the Headteacher, in local area Police Panels.

### **Domestic abuse**

Parkgate Primary School works in partnership with *Operation Encompass*, receiving alerts to incidents and ensuring that these are followed up appropriately providing support for the child and the family where needed. Staff are trained in the signs and symptoms of Domestic Violence and the need to report the incidents swiftly.

### **Fabricated or induced illness**

Parkgate Primary School staff have received training on fabricated or induced illnesses and are aware of potential symptoms and the need to report any concerns to the DSL as a matter of urgency.

### **Faith-based abuse**

Parkgate Primary School staff have received training on Faith-based abuse and the need to report any concerns to the DSL as a matter of urgency.

### **Female genital mutilation (A form of so-called 'honour-based' abuse)**

Parkgate Primary School staff have received training on FGM and are aware of potential symptoms and the need to report any concerns to the DSL as a matter of urgency. Staff are aware of their legal duty to report FGM.

### **Forced marriage (A form of so-called 'honour-based abuse)**

Parkgate Primary School staff have received training on Forced marriage and the need to report any concerns to the DSL as a matter of urgency.

### **Gangs or youth violence**

Parkgate Primary School staff have received training on gangs or youth violence and the need to report any concerns to the DSL as a matter of urgency. Staff are regularly updated about current area issues via information received at Local area Police Panel.

### **Gender-based violence**

Parkgate Primary School staff have received training on gender-based violence and the need to report any concerns to the DSL as a matter of urgency.

### **Hate crime**

Parkgate Primary School staff have received training on Hate crime and the need to report any concerns to the DSL as a matter of urgency. Staff are regularly updated about current area issues via information received at Local area Police Panel.

### **Homelessness**

Parkgate Primary School staff have received training on Homelessness and the need to report any concerns to the DSL as a matter of urgency. The staff are aware of the impact on children living in temporary accommodation or who are made homeless. Our experienced Overcoming Barriers Team offer support to children and families.

### **Radicalisation and Extremism**

Parkgate Primary School staff understand their legal roles and responsibilities in relation to the prevent duty. Staff have completed online training through the Government's online training portal. This is renewed as appropriate. Staff are aware of the need to report concerns to the DSL. DSLs and the Overcoming Barrier Team are trained in how to make referrals to Channel or if appropriate to MASH.

### **Relationship abuse**

Parkgate Primary School staff have received training on Relationship abuse and the need to report any concerns to the DSL as a matter of urgency.

### **Serious Violence**

Parkgate Primary School staff have received training on serious violence and the need to report any concerns to the DSL as a matter of urgency.

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

Parkgate Primary School staff have received training on sexual violence / sexual harassment and the need to report any concerns to the DSL as a matter of urgency.

### **Sharing of consensual or non-consensual nude images and videos**

Parkgate Primary School staff have received training on the sharing of consensual or non-consensual nude images and videos and the need to report any concerns to the DSL as a matter of urgency.

## **Trafficking and modern slavery**

Parkgate Primary School staff have received training on trafficking and modern slavery and the need to report any concerns to the DSL as a matter of urgency.

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

Parkgate Primary School, The Futures Trust will also take-action to protect;

- Children absent from education
- Children missing from home or care

### **Children Absent from Education**

Parkgate Primary School understand the legal requirement to keep up to date and accurate coded registers. There are clear policies and procedures in place to identify and act swiftly on any child deemed to be Absent from Education. (See Policy) DSL will complete the LA form and submit it a child is deemed to be absent from education. No child will be taken off school roll until we have confirmation of them starting at a new educational establishment on advice from the LA when they have moved overseas,

### **Children Missing from home or care -see above**

## **Private Fostering**

Parkgate Primary School, The Futures Trust have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days

## **Indicators of abuse**

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

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;

- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Parkgate Primary School, The Futures Trust recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.