

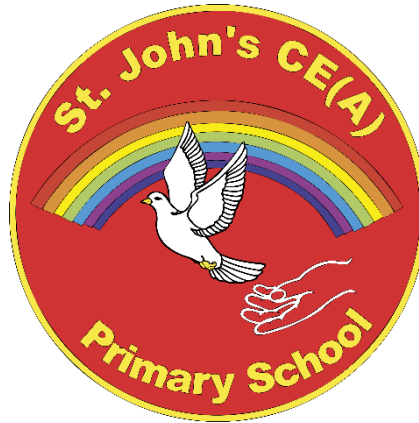


City of
Stoke-on-Trent



St. John's C.E. (A) Primary School

Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB



Safeguarding and Child Protection

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

In addition, all staff are provided with Part One of the statutory guidance.

Keeping Children Safe in Education 2025

This policy will be reviewed in full by the Governing Body on an annual basis in the autumn term, following the updated release of Keeping Children Safe in September of each year. This policy was last reviewed and agreed by the Governing Body on 1st December 2025.

Signature: *L. Jones*

Chair of Governors

Date: 01/12/25

Signature: *SM Bowyer*

Headteacher /DSL

Date: 01/12/25

Date of next review: Autumn 2026

The minutes of the Governing body (20th October 2025 and 1st December 2025) clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.

'I have come in order that you might have life—life in all its fullness.' John 10:10

Dedication - Courage - Joy

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1. PURPOSE & AIMS

The purpose of St. John's CE(A) Primary School's safeguarding policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** – supporting pupils who have been abused, neglected or exploited, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of all school staff, supply staff and volunteers to work with our children. And to maintain an active vigilance thereafter

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025 by:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility, and the **voice of the child** is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests of the child**.
- By establishing **a safe environment**, we **enable** our children to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a child's needs and circumstances
- If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. It is providing help and support to meet the needs of children as soon as problems emerge.
- The importance of providing children with a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting, peer on peer abuse as well as County Lines, Contextualised issues and Child Criminal Exploitation. Also supporting this with online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks**.
- Undertaking the role to enable children and young people at our school to have **best outcomes**.
- Ensuring that as a school we have awareness of our staff's knowledge and understanding as well as embedding safeguarding, through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school practice.

At St. John's we strive to: -

- **Protect** children and young people from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our children and young people's mental and physical health or development.
- **Ensure** that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the **best outcomes**.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

- This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including Governors.
- The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One, Keeping Children Safe in Education 2025
- The school follows the Stoke-on-Trent and Staffordshire Safeguarding Children's Board policies and procedures.
- [StaffsSCB](#)
- [Safeguarding Children Partnership | Stoke-on-Trent Safeguarding Children Partnership | Stoke-on-Trent](#)

2. ETHOS

The child's welfare is of paramount importance, we are a child centred school rooted in Christian values. We are a school and make all efforts possible to capture the voice of the child and to try and understand what their daily lived experiences are like.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks

to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education 2025 Page 7 Para 2)

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

(See Appendix 1 – Definitions and Signs of Child Abuse -Making use of the NSPCC)

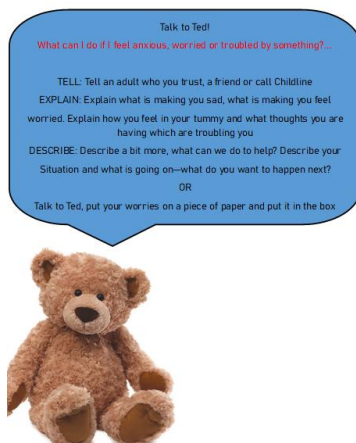
We maintain a professional attitude of **'it could happen here'** where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support and will be linked with all our policies e.g. anti-bullying, online safety, health and safety.

Children at **St. John's** are reassured that they have a voice, they are listened to and what they say taken seriously. They know that they will be supported and kept safe. They are never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Children at our school are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never be made to feel ashamed for making a report. **Appendix 2 outlines what adult should remember when dealing with a disclosure of abuse.**

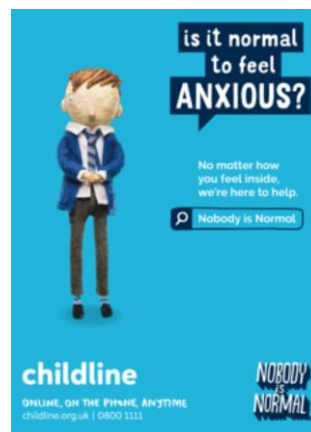
Our ethos promotes our **children's voices** and **they know who they can talk to:**

- a trusted adult in school or out of school.
- our DSL (posters within appendix 7

- Talk to Ted
- Childline



E.g.



3. KEY PRINCIPLES

The child's needs and welfare are paramount St. Johns' CE (A) Primary School **is a child centred school**. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

We understand that a child who are subject to harassment, violence and or abuse may breach children rights as set out in the Humans Rights Act.

The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- At St. John's CE Primary School we have a robust Safeguarding training schedule for all staff, which is monitored by the Designated Safeguarding Lead (DSL). All staff receive Level 1 Safeguarding training as required in KCSIE 2025 and /or EYFS Statutory Framework (2025 – Annex C) and also receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff.
- The school has **clear induction processes** for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2025; Code of Conduct; schools behaviour policy; schools' response to children who go missing from education, the role of the DSL and this Safeguarding Policy.
- **All** staff at St. John's CE (A) Primary School will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- All staff at St. John's CE (A) Primary School will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school or college and /or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Lead/ Deputies at St. John's CE (A) Primary School will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.
- All staff, but especially the Designated Safeguarding Lead/Deputies at St. John's CE (A) Primary School will be understand the filtering and monitoring systems in place and work with the IT provider to ensure these are effective. Incorporating filtering and monitoring requirements that apply to the use of generative AI in education.
- The school is committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 'Early Help means providing support **as soon as a problem emerges**, at any point in a child's life, from the foundation years through to the teenage years.' (WT 2018)
- 'All staff should be aware of the local early help process and **understand their role in it**. (KCSIE 2025, pg 9 para.13). This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)

- All staff should be aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2025)
 - All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so. (**Stoke-on-Trent Children's Advice Duty Service [IFD] 01782 235100**)
 - Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
 - The school understands its responsibility to **request a statutory assessment** lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
 - The school will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.
 - The school will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
 - The school will follow the Stoke-on-Trent Children Safeguarding Partnership procedures and provide them with information as required.
- [StaffsSCB](#)
- [Safeguarding Children Partnership | Stoke-on-Trent Safeguarding Children Partnership | Stoke-on-Trent](#)
 - Staff, children and families will need support following child protection processes being followed.
 - Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
 - Pupils who have protected characteristics may need the school to consider how we protect them and where proportionate will take positive actions to deal with the disadvantage they may face. Some pupils such as LGBTQ+ may need a safe space to speak.
 - Safeguarding issues will be addressed through the RE and PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationships and sex education (RSE) and health education, online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
 - Relevant issues will be addressed through all areas of the curriculum.
 - All St. John's CE (A) Primary School policies, which support our ethos of safeguarding, will be inter linked with this Safeguarding Policy.

4. LEGISLATION & GUIDANCE

Schools and colleges **must have regard** for the DfE statutory guidance **‘Keeping Children Safe in Education (DfE 2025)**.

[Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This guidance is read alongside

- statutory guidance [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- departmental advice [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#) and
- departmental advice [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

All staff must read and understand **at least part 1** of [Keeping children safe in education 2025: part one \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

To facilitate staff for whom language may be a barrier, The London Grid for Learning have translated the guidance in to numerous languages that will help all staff if they need it. The translations were carried out by professional linguists with secondary proofing. However, the original English version should be treated as the official source of statutory school staff duties.

The translated documents can be found here: <https://national.lgfl.net/DigiSafe/kcsietranslate>

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out. **(See Appendix 1 – Definitions and Signs of Child Abuse -Making use of the NSPCC)**

A **child in need** is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions.

5. ROLE & RESPONSIBILITIES

Designated and Deputy Safeguarding Leads

Our Designated Safeguarding Lead is Mrs SM Bowyer (Headteacher)

Our Deputy Designated Safeguarding Leads are:

Mrs M-A Ramsden (home School Link Worker)

Mr J Farrell (Deputy Headteacher)

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2025

All staff, including supply staff are made aware of our key safeguarding people within our **poster in appendix 7**.

[Keeping Children Safe in Education 2025](#)

The DSL/DDSL will undergo appropriate Safeguarding **Training** to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with Stoke-on-Trent Safeguarding Children Partnership Board requirements. In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through Stoke-on-Trent County Council DSL Briefings, meeting other DSL's, emails and reading statutory guidance. The training should provide DSL/DDSL's with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

The DSL continually develops an understanding of the community the school serves, the risks and resilience.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent School at child protection conferences and core group meetings. The DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL/Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NSPCC - 'When to call the police' will help designated safeguarding leads understand when they should consider calling the Police and what to expect when they do

[NPCC Guidance 'When to call the Police'](#) helps designated safeguarding leads understand when they should consider calling the Police and what to expect when they do.

The DSL will support staff that make referrals to Integrated Front Door (IFD) on 01782 235100 .

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making referrals to the Channel programme.

The DSL (if the Headteacher) will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSSCB training strategy and KCSIE 2025 recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the Data Protection Act 2018 and General Data Protection.

Safeguarding files have a front sheet, chronology as well as all other safeguarding paperwork in chronological order, the most recent being at the front of the file. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on the safeguarding file including: -

- a clear and comprehensive summary of any concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

DSL has developed systems for case management, which is detailed, accurate, secure written/electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly. The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team. Systems are compliant with General Data Protection Act.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned the purpose of e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a Social Worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

DSL ensures robust systems are in place to induct new staff/governors and is monitored and non-compliance shared with Senior Leadership Team/Governance body. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Schools on-line safety policy links with this policy.

Designated Safeguarding Lead/Governing Body/Head Teacher encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. DSL has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded and they have a child-centred approach.

DSL will liaise with the Headteacher/Director or Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

DSL will liaise with all staff (especially pastoral staff, school nurses, SENCO's or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies, these are reviewed regularly.

DSL, where a parent chooses to remove their child/ren from school to receive **EHE (Elective Home Education)**, will make arrangements to pass any safeguarding concerns **and** the safeguarding file if there is one, to the EHE Team within The Stoke on Trent City Council and inform other professionals who may be involved with that child. EHE email; electivehomeeducation@stoke.gov.uk or to refer to the EWO's after they have been missing for over 5 days but not yet the 20.

The DSL ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

We also, as a school, adopt local policies on safeguarding and training opportunities.

During term time the DSL or DDSL is available (during school hours) for staff in the school or college to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the DSL.

Governing Body

The Governing body and Headteacher are accountable for ensuring the effectiveness of this policy and school compliance.

The Governors have a named champion within Safeguarding, this is Mrs L Dowley.

The Governing body have appointed Mrs SM Bowyer as the Designated Safeguarding Lead who is part of the senior leadership team. The Governing Body will monitor this post to ensure post holder has the time and resources required to fulfil the duty.

The Governing body have identified Mrs M-A Ramsden and Mr J Farrell as Deputy Designated Safeguarding Leads, and they are trained to the same safeguarding standard as the DSL. The DSL can delegate activities to Deputy Designated Safeguarding Leads yet the ultimate responsibility still remains with the DSL, the lead responsibility should not be delegated. In the absence of the DSL the Deputy DSLs will take lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL and DDSL job description (appendix C of KCSIE 2025) have been added to each staff members Job description. The Governing body have shared the content of "Keeping Children Safe in Education" (2023) with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The DSL training is compliant with the Local Safeguarding Children's Board requirement.

The Governing Body ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSL receives appropriate and regular supervision from senior leadership team or external services.

The Governing body ensure that they facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes, policies and practice, should operate with the **best interests of the child** at their heart.

Where there is a safeguarding concern, Governing bodies ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place and are well promoted, explained properly and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Governing Body ensures that the school is **compliant with their 175/157** return to the Local Authority/Stoke-on-Trent and Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed. The Governing Body ensures the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2023)

The Governing Body has an overview of **training schedule and future training requirements** and this updated every term. All staff, volunteers and Governors have received an induction which includes regular updated safeguarding training compliant with SOTCSP including online safety.

At St. John's we ensure that children are taught about safeguarding, including online safety, see sections further on in this policy regarding this.

- [Teaching about relationships, sex and health](#)

There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Governing bodies will ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are updated at least annually with timely updates, if required sooner. These policies include: -

- This Safeguarding/Child Protection Policy and our whole setting culture and approach to all forms of safeguarding referencing SOTSCP safeguarding arrangements by safeguarding partners, as well as other policies such as peer on peer abuse/child on child sexual violence and sexual harassment, online safety and special educational needs and disabilities (SEND). We ensure that we keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- a restorative behaviour policy including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a staff behaviour/code of conduct which includes acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- a whistleblowing policy and staff have received a copy and had the opportunity to raise concerns. There is a culture in our setting where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures [St Johns CE\(A\) Primary School - Policies \(stjohnscea.org.uk\)](#)
- appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions

Governing Body/Headteacher ensures there is a current whistle blowing policy and that staff have received a copy and had the opportunity to raise concerns. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures ([My Ref: \(stjohnscea.org.uk\)](#))- add whistle blowing to the website

Further guidance on [whistle blowing](#) can be found at this link. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

The Governing Body and Headteacher have a schedule of policies and procedures to review to ensure they are current and in line with National and Local guidance.

The Governing Body and DSL coordinate the updates with a training schedule to support the culture of learning for all staff/volunteers. Governors will also receive training at induction and at regular intervals to provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.

School update parents through newsletters/website/notice board in front foyer.

Designated Lead Teacher for Looked After (LAC)

The Governing body have appointed a Designated Teacher (DT) and this teacher works with the local authority and parents/carers to promote the educational achievement of registered pupils in our setting, who are 'looked after'.

The designated teacher must have appropriate training and the relevant qualifications and experience.

The designated Teacher is: Mrs K Cooper/Miss K Nickless.

Our Designated Teacher will work across the school to promote and improve educational outcomes for children in care using evidence-based interventions. This being children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications, training, and experience. They are in a leadership role and can make decisions on behalf of the school to implement plans to support children in care.

At St. John's we are attachment aware and trauma informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

The designated teacher will work with the Virtual school, to provide the most appropriate support, utilising the pupil premium plus (PP+) to ensure they meet the needs identified in the child's personal education Plan (PEP).

The designated teacher should also work with the virtual school head, to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Our school will admit any children in care without delay and work restoratively avoid exclusions for our most vulnerable children. We will make reasonable adjustments to our Behaviour Policy to support children in care and contact the Virtual School when a child is at risk of exclusion. Where a short period of exclusion is unavoidable, we will provide 1st day provision.

Care Leavers: - The designated teacher will obtain details of the Local Authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

6. WORKING WITH PARENTS/CARERS

At St. John's CE (A) Primary School we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Stoke-on-Trent IFD or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Stoke-on-Trent IFD in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above) and **at least 2 contacts.**
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file within CPOMs. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7. STOKE-ON-TRENT EARLY HELP

Any Child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for early help for a child who: -

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited

- Is in a family circumstances presenting challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is frequently missing/goes missing from education, home or care
- Has frequently multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody or is affected by parental offending.

Designated Safeguarding Lead will ensure all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

St. John's CE (A) Primary School, Early Help Champion is: Mrs M-A Ramsden

Every member of staff, including volunteers, working with children at our school are advised to maintain an attitude of '**professional curiosity and respectful uncertainty**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to act as outlined in this policy.

Practitioners should complete the Stoke on Trent Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Children do not meet threshold, yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

- Stoke Early Help [Stoke on Trent Early Help](#)
- Stoke on Trent Threshold Document [Stoke on Trent threshold Document](#)
- The establishment EHA lead may need to make a referral directly to other agencies or request the support of Stoke on Trent City Council Early Help Teams. Referrals will be made through Stoke on Trent's Integrated Front Door (IFD) on 01782 235100.

The DSL may also consider seeking advice and guidance from Stoke on Trent Integrated Front Door (IFD) 01782 235100 around thresholds and appropriate referrals to IFD.

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

8. WHAT HAPPENS AFTER A REFERRAL IS DEEMED NECESSARY TO ESCALATE BEYOND EARLY HELP.

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, she will speak with parents / child and obtain their consent for referral to Stoke on Trent's Integrated Front Door (IFD) service or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the Stoke on Trent's Integrated Front Door (IFD) service on 01782 235100. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Child Protection (Section 47)

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Children's Services will convene an initial Child Protection Conference, once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL, and sometimes other staff members, may be asked to attend a child protection conference on behalf of the school in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan. If we cannot attend, then we ensure that a report is sent prior to the conference.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Stoke on Trent's Integrated Front Door (IFD) or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parent.

9. ESCALATION PROCEDURE

The Stoke on Trent Safeguarding Children Partnership expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the Schools DSL.

Guidance on the [Escalation Procedure](#)

10. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education Sept 2023'. Our Safer Recruitment practice includes scrutinising applicants, verifying identity (best practice being birth certificate), academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks must be recorded on our Single Central Record (SCR). CV will not be accepted and online checks will be made of possible candidates at the safer recruitment stage.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance: [Application process for criminal records checks overseas](#)
[Regulated professions database](#)
[UK Centre for Professional Qualifications](#)

Separate barred list checks are only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Shortlisted candidates will be informed that online searches may be done as part of pre-recruitment checks.

Mrs SM Bowyer (Headteacher) and Mrs L Jones (Chair) and Mr J Farrell (Deputy Headteacher) has undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member of the Governing Body should have received Safer Recruitment training.

Induction

All staff must be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
- The behaviour policy;
- The Staff Code of Conduct;
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- Part One, KCSIE 2025
- Reporting concerns and use of CPOMs (the schools recording portal tool)

If staff, supply staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case. However where privacy is needed (e.g. counsellor – this may be done in a glass/ public area with the door closed).

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

Use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

11. KEEPING CHILDREN SAFE IN EDUCATION 2025 SPECIFIC SAFEGUARDING ISSUES.

All staff in St. John's CE (A) Primary School have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our School and is there to support staff, volunteers and Governance body further.

- Abuse
- Behaviours linked to safeguarding issues
- Children and the courts system
- Children with family members in prison
- Children missing from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adult's strategy
- Online safety
- child on child abuse (previously peer on peer)
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel

- Serious violence
- Sexual violence and sexual harassment
- Sexting
- Trafficking
- Upskirting

Behaviours linked to safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff should be aware of include:

Children Absent or Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing or absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental [Working together to improve school attendance - GOV.UK](#) health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

For a pupil who is absent, the school will follow the absence policy.

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered [‘missing’](#)

Child Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance documents

- [Promoting the Welfare & Safety of Children in Specific Circumstances](#) –Section 4G
- [Children who run away or go missing from home or care](#)

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes 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 or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may

still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late.
- children who regularly miss school or education or do not take part in education.

Guidance documents:

- [Safeguarding children who may have been trafficked](#)
- [Child Exploitation - StaffsSCB](#)

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance documents:

- [Child Sexual Exploitation Definition & Guidance](#)
- [Know about CSE](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance Document:

- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children and staff will work in conjunction with Staffordshire Police through their Operation Encompass.

Operation Encompass -Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke on Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people experiencing domestic abuse. St. John's are fully committed to this project and work closely with the Local Authority and partners. Further information can be found in Appendix 6

Guidance Documents:

- [Domestic Violence and Abuse](#)
- [Domestic Abuse-Staffsccb](#)
- [NSPCC-Domestic Abuse](#)

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- [SSCB-Working with parents who misuse substances](#)
[Drugs Advise for Schools](#)

Fabricated or induced illness - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- [Safeguarding children in whom illness is fabricated or induced](#)
- [Staffsccb-Fabricated or induced Illness Guidance](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and deputies should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest

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

Our school / college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at

risk or suspected cases (i.e. where the staff member does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures.

Guidance Documents: -

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived culture practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance Document:

- [Forced Marriage](#)

Mental Health

All staff have an incredibly important role to play in supporting the mental health and wellbeing of our pupils and **are** aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance](#).
- [Preventing and tackling bullying](#)
- [PHE Rise Above for Schools programme](#).
- [Every Interaction Matters](#)
- [Education recovery](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)
- [SSCB-Children & Young People who Self Harm or Disclose an Intent to Die by Suicide](#)

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sexual predation, and technology often provides the platform that facilitates harm.

At St. John's CE(A) Primary School we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty.

We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

Filtering and Monitoring: - The school works with the IT company to ensure filtering is installed and updated on laptops and devices. Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of **specialist online monitoring software, which in this school is called Securus.**

Child on child abuse (previously Peer on Peer) (including Child on Child Sexual Violence and Sexual Harassment)

All staff at St. John's have the knowledge and awareness that children can and sometimes do abuse other children (often referred to as child on child abuse).

We have a specific and separate child on child Abuse Policy which includes Sexual Violence and Sexual Harassment between children, as well as an anti-bullying and behaviour policy to guide, inform and support children, staff and parents/carers.

Child on child abuse including sexual violence and sexual harassment can occur between two children of **any** age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting including online.

Children who are victims of child on child abuse including sexual violence and sexual harassment will find the experience stressful and distressing. This is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff at St. John's recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports of it. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that child on child abuse including sexual violence and sexual harassment is not acceptable and that that we have a zero-tolerance approach.
- Not dismissing peer on per abuse (incl sexual violence or sexual harassment) as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

At St. John's we strive for a culture where children feel safe to speak to staff about their experiences. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously.

All victims are taken seriously and offered appropriate support. Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child on child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at St. John's have any concerns regarding peer on peer abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). Schools behaviour policy will support any sanctions.

The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Guidance Documents:

- [Disrespect NoBody](#)
- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Searching, screening and confiscation \(publishing.service.gov.uk\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be [Preventing & tackling bullying](#)
[Cyberbullying advice](#)

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. Close relatives are defined as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;

- Children staying with families while attending a school away from their home area.

Our staff at St. John's CE (A) Primary School will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Stoke on Trent Children's Services of a private fostering arrangement by contacting IFD (01782 23 5100), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- [Children Act 1989 – Private Fostering](#)

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

St. John's CE (A) Primary School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St. John's CE (A) Primary School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

The school's designated safeguarding lead and any deputies should be aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Prevent Duty and Channel

Prevent

The school governors, the Headteacher/ DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

With effect from 1 July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There are indicators of vulnerability to radicalisation in Appendix 4.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for our school is the school's designated deputy safeguarding lead: Mrs Bowyer.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of **specialist online monitoring software, which in this school is called Securus.**

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

- [The Prevent Duty.](#)
- [Educate Against Hate](#)
- [ACT Early | Prevent radicalisation](#)

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools and colleges is provided in the links below:

[Home Office Preventing Youth Violence and Gang Involvement](#)

[Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;

- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

Sexting

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

- [Further Guidance for Practitioners](#) – Section C
- [Disrespect Nobody](#)
- [CEOP](#)
- [U tube resource](#)

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow St. John's CE (A) Primary School's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead or deputies. Schools behaviour policy will support any sanctions.

Guidance Document:

- [Sexual Violence and Sexual Harassment between children in schools and colleges](#)

12. VULNERABLE CHILDREN

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are **absent from school** or **who go missing from education**. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of **10 school days or more**

As a school we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A **combination** of these factors can make them more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance**: to have adults notice when things are troubling them
- **Understanding and action**: to be heard and understood; and to have that understanding acted upon.
- **Stability**: to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect**: to be treated with the expectation that they are competent, rather than not.
- **Information and engagement**: to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation**: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support**: to be provided with support in their own right as well as a member of their family.
- **Advocacy**: to be provided with advocacy, to assist them in putting forward their views.

Children who are lesbian, gay, bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. 14.2 to 14.5 reflect the CASS review (<https://cass.independent-review.uk/home/publications/final-report/>)

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

We have identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases autism spectrum disorder and/or attention deficit hyperactivity disorder.

When families/carers are making decisions about support for gender questioning children, we encourage them to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

We take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

We create a culture where pupils can speak out or share any concerns with staff.

Alternative Provision

St. John's E(A) Primary school continues to be responsible for any pupils placed in alternative provision.

At St. John's we know that the cohort of pupils in our provision often have complex needs, our Governing body is aware of the additional risk of harm that our pupils may be vulnerable to.

Guidance

- <https://www.gov.uk/government/publications/alternative-provision>
- <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Children potentially at greater risk of harm-Children who need a social worker (Child in Need & Child Protection Plans)

Our DSL/DDSL are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances.

We know that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The DSL will hold and use information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.) We will strengthen provision to reduce absence and exclusions for this group as we recognise that regular attendance is important for vulnerable pupils and school can act as a protective factor.

We will work as a school to narrow the attainment gap, have high aspirations for all children with a social worker and will design our Pupil Premium strategy to meet the needs of CWSW (Children with a social worker).

We will ensure that they benefit from additional support to recover from the impact of COVID-19 using a strength-based approach with the child's voice central to our planning. (e.g. National Tutoring Programme/Recovery Premium)

The Mental Health Lead in school will work to assess, understand, and meet the Social Emotional & Mental Health needs of Children with a social worker, as we recognise, they are more likely to experience issues than their peers.

Looked after children (LAC):

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children (LAC) through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Stoke-on-Trent's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC designated teacher: - Mrs K Cooper/Miss Nickless

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within the school

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve.

The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.

- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document: [Designated Teacher for Looked After Children](#)

Children potentially at greater risk of harm

Children who need a social worker (Child in Need & Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

13. EDUCATIONAL VISITORS TO SCHOOL.

We will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2025

We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

14. MANAGING ALLEGATIONS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS Appendix 3

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at St. John's. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors.

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

Allegations that may meet the harms threshold

We follow KCSIE 2025 guidance where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police.

Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

We take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of '*Keeping Children Safe in Education*', DfE (2025) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). Tel 01782 235100.

If an allegation is made or information is received about an adult who works at St. John's **which** indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. Should an allegation be made against the Head teacher, this will be reported to the Chair of the Governing Body/management Committee.

If neither the Headteacher nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. If an allegation is made relating to a child within the Early years provision, Ofsted must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken.

We have the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which **all** concerns about **all** adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical. We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of St. John’s CE (S) primary School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone or electronic devices with imaging and sharing capabilities.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with

appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact **the LADO directly on 01782 235100**. General guidance on [whistle blowing](#) can be found at this link.

The NSPCC [whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 and the line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

15. INFORMATION SHARING

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together to Safeguard Children (2023). Our setting works closely with Stoke and Staffordshire Children's Social Care and, where appropriate from a placing local authority.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, our Governing body recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with the three safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our Governing body are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governing body ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Where children leave our school/academy/college, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school/college in advance of the child leaving. For example,

information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

As part of our staff induction and annual signing sheets the following guidance is shared

[Data protection in schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/data-protection-in-schools)

And

[Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/the-data-protection-act)

16. MANAGING COMPLAINTS

As a school we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA. Our complaints policy is on our school website for parents/carers to access.

Safeguarding concerns should be raised with school immediately. If a concern or a child is **at immediate risk, then the individual needs to contact Stoke-on-Trent IFD (01782 235100) or 999 number.** All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.

[Complaints.-School-Concerns-and-Complaints-Policy.pdf \(stjohnscea.org.uk\)](https://stjohnscea.org.uk/Complaints.-School-Concerns-and-Complaints-Policy.pdf)

17. SITE SECURITY

St. John's provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore: -

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitor's pass will be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.

- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- Risk management of site security is managed by senior leadership/governance, school has a clear system of risk assessments and review timescales of these.

18. EARLY YEARS FOUNDATION

This framework is **mandatory for all early years' providers** (Statutory guidance for the Early Years Foundation Stage (EYFS) Statutory Framework; revised January 2025).

Every child deserves the **best possible start in life** and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences **between birth and age five** have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to **make the most of their abilities and talents as they grow up.**

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept **healthy and safe**. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in (2nd bullet point).

Guidance document:

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

As a school we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.

- There are clear guidelines within the Staff Code of Conduct on the use of mobile phones/ or electronic devices with imaging and sharing capabilities (EYFS regulatory changes Section 3 September 2025) on school premises.

Reporting and storing of medication is also outline in our medical policy.

19. Organisations or Individuals using school premises

Where individuals/ groups let or use the school premises, they will be asked to follow the school's Safeguarding and Child Protection policy, and related policies and procedures, including informing

the Local Authority Designated Officer (LADO). If applicable, the school would expect the individual/ group letting to also follow their own 'bodies' safeguarding procedures.

20. KEY LEGISLATION

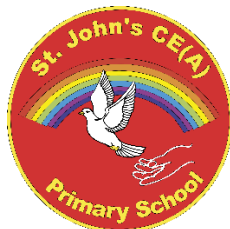
This policy has been devised in accordance with the following legislation and guidance:

- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Staffordshire Safeguarding Children Board Procedures www.SSSCB.org.uk](http://www.SSSCB.org.uk)
- [Staffordshire Safeguarding Children Board Training Catalogue www.SSSCB.org.uk](http://www.SSSCB.org.uk)
- [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Disqualification under the Child Care Act 2006](#)
- [Information Sharing Advice for practitioners providing safeguarding services](#)
- [Restrictive Physical Interventions including restraint in mainstream schools](#)
- The Children Act 1989 and 2004
- Education Act 2002
- [What to do if you're worried a child is being abused](#)
- **St. Johns CE (A) Primary School's** Whistle Blowing policy [My Ref: \(stjohnscea.org.uk\)](http://stjohnscea.org.uk)
- [Online Safety Toolkit](#)
- [Children Missing from Education Policy](#)
- [Early Years Statutory Framework](#)
- [Statutory policies for schools](#)
- [NSPCC/TES safeguarding in education tool](#)
- [Visa – Immigration/Asylum](#)
- [Children's commissioner - Young witness booklets 5 to 11 years olds Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#)

21. SCHOOLS POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying (including cyber bullying indicators)
- Behaviour
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistleblowing
- Code of conduct
- Educational visits
- Site Security
- Attendance
- Online safety – IT code of conduct
- Health and Safety including site security
- Meeting the needs of pupils with medical conditions
- First aid
- Medical
- Educational visits including overnight stays
- Storage of Mobile Phone, Images of children (Early Years Framework 2017)



Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously. Our *Whole School Safeguarding Policy incorporating Child Protection* appendices, are referred to in this. A copy can be found on our school website or a copy obtained from the office.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead Mrs SM Bowyer or Deputy Safeguarding Leads; Mrs M-A Ramsden and Mr J Farrell. **(See appendix 7)**

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office (See Appendix 8) or sit with a member of staff to complete our electronic recording system (CPoms). Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01782 235100.

The people you should talk to in school are:

Designated Safeguarding Lead:
Location of office:
Contact Number:

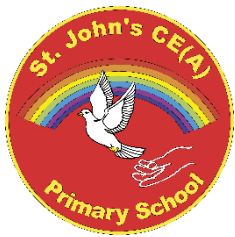
Mrs SM Bowyer
Headteacher's Office
01782 238889

Deputy Designated Safeguarding Leads:
Location of work:
Contact Number:

Miss MA Ramsden and Mr J Farrell
HSLW Office /Deputy Headteacher office
01782 238889

Chairs of Governing Body:
Contact Number:

Mrs Laraine Jones
01782 238889



St. John's CE (A) Primary School

Recruitment, Induction and Safeguarding Checklist 25-26

Position:
Employee:
Person overseeing Recruitment:

RECRUITMENT		
Action	Note	Complete Signature/Date
Governor aware of appointment		
Dates set for shortlisting/ observations/ Tasks/ Interviews		
Interview panel arranged including relevant skills and at least 1x member of the panel with Safer recruitment training.	Names:	
Refer to most up to date KCSIE Part 3: Safer Recruitment		
Advert		
Action	Note	Complete Signature/Date
Person Specification and Job Description The skills, abilities, experience, attitude, and behaviours required for the post Safeguarding responsibilities (KCSIE - Para. 192)		
Advert - Included commitment to safeguarding and promoting the welfare of children and makes clear safeguarding checks will be undertaken (KCSIE – Para.192)		
Advert (or application pack) includes link to Child protection Policy (or copy of policy).		
Shortlisting – at least 2 people (recommended also carry out the interview for a consistent approach) (KCSIR – Para. 202)		
Action	Note	Complete Signature/Date
Shortlisting criteria in line with Job Spec/ Job Description	Tick sheet used	
Application form – safer recruitment checked <ul style="list-style-type: none"> - Personal details, current and former names current address and National Insurance Number - Present (last) employment and reason for leaving - Full employment history (since leaving school, including education, employment and voluntary work, including reasons for any gaps in employment - Qualifications, the awarding body and date of award. - Details of referees/ references. - A statement of the personal qualities and experiences that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification. (KCSIE - Para. 196) 		
Search, including media as to suitability of applicant.		
Only request from applicants whom have been shortlisted (KCSIE - Para. 199)		

<ul style="list-style-type: none"> - Self- Declaration of their criminal record - Have a criminal history - Included on the barred list - Prohibited from teaching - They are prohibited from taking part in the management of an independent school - Known to police and children's social care - Have been disqualified from providing childcare. - Any relevant overseas information. - (KCSIE - Para. 197) - Signed declaration form of the above is true. Physically hard copy to be signed at point of interview. 		
<ul style="list-style-type: none"> - Shortlisted candidates informed of interview Self - Declaration form of criminal offences sent. 		
<ul style="list-style-type: none"> - References requested. 		
<ul style="list-style-type: none"> - Unsuccessful letters sent to all other applicants 		
Interviews/ Selection		
Action	Note	Complete Signature/Date
Tasks set and scoring criteria used		
Questions including scoring <ul style="list-style-type: none"> - Include what attracted the candidate to the post / explore skills/ asking form examples of experiences relevant to role/ probing nay gaps in employment or frequent changes employment) (KCSIE – Para. 206) - Explore suitability to work with children (KCSIE – Para. 207) 		
Over all scoring sheet All information considered in decision making should be clearly recorded along with decisions made (KCSIE – Para. 210)		
Opportunity to share relevant information from the self-declaration of criminal offences form before DBS certificate is received.		
2 x references received Schools should not accept open references e.g. to whom it may concern. <ul style="list-style-type: none"> - School staff obtain the references (e.g. HT,DHT,SBM,AHT, Phase lead where authorised but previous). - any references from current employer and completed by senior person within) - Obtain verification of individuals most recent relevant period of employment where the applicant is not currently employed. <ul style="list-style-type: none"> - Secure a reference from the relevant employer from the last time the applicant worked with children (if currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer. Ensure electronic references originate from a legitimate source Verify any information where vague or insufficient. - Compare the information on the application form with that in the reference and take up any discrepancies with the candidates. - Establish the reason for the candidate leaving their current or most recent post. (KCSIE – Para. 204) 		

Successful candidate informed and verbally accept position.		
Start date agreed	Date:	
Feedback to unsuccessful candidates		
Pre-Appointment vetting checks, regulated activity and recording information		
Action	Note	Complete Signature/Date
Offer letter (Can check with HR for details) sent to successful candidate All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. (KCSIE – Para. 213)		
Verify candidates identity . Best practice checking the name on birth certificate, where this is available. (KCSIE – Para. 213)		
Essential and relevant qualifications certificates / checked and photocopied for personnel file. Evidence of professional qualifications (where required) seen and copied. (The Teaching Regulation Agency (TRA) Employer Access Service should be used to verify any awards of qualified Teacher status (QTS), and the completion of teacher induction or probation.		
Obtain enhanced DBS (including children’s barred list information) Note that when using the DBS update service you will still need to obtain the original physical certificate. - (KCSIE – Para. 213)		
Health Questionnaire - school need to fill in a few of the fields on the first page. (verify candidates mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role. (KCSIE – Para. 2013))		
Do you have any medical conditions that could affect your ability to care for children? Are you taking any medication on a regular basis or any other substances? Any other medical conditions to be aware of?		
(*Academies) Management position is not subject to a section 128 direction made by the Secretary of State (KCSIE - Para. 213)		
Applicant employed to carry out teaching work is not subject to a probation order issued by the Secretary of State by the GTCE before its abolition in March 2012. (KCSIE - Para. 213) (in DfE Secure Access site)		
Individuals employed to work in reception classes, or wraparound care of children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare disqualification Regulations. (KCSIE - Para. 213)		
Are you disqualified for Caring for Children: <i>Any offences against a child? Or an adult (e.g. rape, murder, indecent assault, actual bodily harm etc.)?</i> <i>Have you, or someone you are living with, been barred from working with children (DBS)? Are you living in the same household as someone under the</i>		

<i>Childcare Act 2006? Have your own children been taken into care/have/are the subject of a child protection?</i>		
New LA employees are subject to 2 weeks probationary periods , during which time performance will be monitored, and continuation of contract dependant on satisfactory performance, in accordance with LA probationary period and performance management policy.		
Mentor and line manager (appraiser) identified and introduced. Timetable agreed for first meeting to discuss performance targets/ expectations.		
DBS initiated and ID checked and DBS on arrival		
DBS Update Service – and consent to check at any time. Individual can join the DBS Update Service at the point that an application for a new DBS check is made. Subscription to the service enables future status checks to be carried out by employers to confirm that no new information has been added to the check since its issue. (KCSIE - Para. 230)		
All information added to the Single Central Record (KCSIE - Para. 249)		
HR Form A - New Starter Form (Appointment Form A) – sent to HR- completed by employee		
HR Form B – Completed by school (include details of DBS and Prohib checks)		
Submit forms A & B and medical questionnaire to HR .		
P45 - Online new starter form if candidate wont be able to give you her P45 by the time they start.		
Undertake Right to Work checks and complete record with colour copy of evidence seen. (verify the candidates right to work in the UK, including EU nationals. (KCSIE – Para. 213)		
If a person has lived or worked outside the UK , make further checks that school consider appropriate (KCSIE – Para. 213)		
Further HR actions		
Action	Note	Complete Signature/Date
Enter details on SIMs		
Enter detail on My View		
Paper based personnel file set up.		
Contract given		
Job descriptions given		
Salary information e.g Pay dates		
Current Staff informed of new appointment		
Induction Mentor given		
Add phot to school board and website		

Employment Checks Complete

Signed by School Business Manager:

Signed by Employee:

Signed by Headteacher/Deputy Headteacher DSL/DDSL:

Now refer to induction Checklist

Position:

Employee:

Person overseeing Induction:

Full Appointment made - Induction		
Action	Note	Complete Signature/Date
Welcome		
School Background information: Pupils, Ofsted, Community/Special		
School Structure, Governance arrangement		
School Ethos explained (Vision an Values)		
School timetable (lunch/ break worship times and expectations)		
Role & Responsibility: reporting structure, Safeguarding role in school		
Communication (including weekly planner/ emails/ Annual school calendar/ Paper main dates Adding to the Electronic)		
Room bookings (e.g. Computer Suite/The Hub)		
Admin / office support to staff		
Name of DSL, role described and contact details		
Alternatives to reporting in school in an emergency		
Signs and types of Abuse (Appendix 1 School CP and SG Policy)		
Where to find safeguarding policy/ copy given.		
What to do regarding disclosure – reporting systems.		
Role of the Governing Body- members Named Governors Safeguarding- Chair-		
Meet with Head teacher & DSL		
Discrimination of any sort will not be tolerated. Process for reporting bullying staff and pupils (including racist/ homophobic incidents)		
Meet with SENCO and brief introduction of systems explained.		
CPoms code/ user code given		
CPoms training undertaken		
Advise that mobile phones / or electronic devices with imaging and sharing capabilities. should be locked away during the school day. Phones can be used in the staff at lunchtime. All emergency calls should be directed through the school landline.		
Tour of the school		
Signing in procedure		
Staff Toilets - locations		
Office		
Photocopiers/ printers		
Classrooms		
Staff Cloakroom – Use lockers to store any valuables (e.g. handbags /wallets as any losses not stored correctly are not covered under insurance.		

Staffroom Information board Refreshment facilities / Tea and coffee available (free) It is each person's individual responsibility for hygiene within this area.		
Medical room/ list of first aiders First Aid officer – Mrs Ramsden		
Class files in each class containing all pupil information		
Staff Handbook received and understood		
Health and Safety		
Health & Safety: Fire procedures and Fire officers (review date)		
Display screen equipment guidance issued where appropriate		
Awareness of Evolve and risk assessments		
HSLW/Pastoral Support Officers/ behaviour/ attendance procedures for pupils and staff reporting concerns		
Walkie talkie systems and use / location		
Pupil home /school diary.		
Importance of confidentiality stressed		
Advise Data Protection is everyone's responsibility-any personal or sensitive information verbal/written/electronic must be controlled carefully e.g. shredding docs with children's info on, encrypted laptops/ pen drives.		
Ordering /purchasing procedures explained		
Additional hours forms Authorised in advance by headteacher.		
Process for reporting sick absence. Return to work illness forms/ compassionate leave forms. Staff absence policy for sickness monitoring and review procedures are in place in accordance with Stoke-on-Trent guidelines.		
Pay roll – dates explained and use of My View. Staff member clear on reporting incorrect wages and any overpayments. Over payments will need to be paid back in full. Dinner money/ other money owed must be paid in a timely manner and before leaving employment as this will be deducted from final salary.		
Annual staff pack of forms signed		
Volunteer form packs signed		
Governor form pack signed		

For any advice please contact a member of SLT or your phase leader.

Induction and Annual Staff Policies and Documents Acknowledgement Form (November 2024)

Full Name:

Please confirm that you have read and understood the following statutory and school policies and documents.

Document/Policy	Yes	No
St. John's Safeguarding Culture		
Working Together to Safeguard Children (2025)		
Working Together to Safeguard Children (2025) Working together to safeguard children - GOV.UK (www.gov.uk)		
Working Together to Safeguard Children – Summary of Changes (2025) Working together to safeguard children - GOV.UK (www.gov.uk)		
Keeping Children Safe in Education 2025 (KCSIE)		
KCSIE whole document 2025 Keeping children safe in education 2025 (publishing.service.gov.uk)		
KCSIE – Part 1 2025 Keeping children safe in education 2025 - part one (publishing.service.gov.uk)		
KCSIE Annex B - specific forms of abuse		
NSPCC - KCSIE Update		
Paragraph 3, 43-45, 183- 189 – KCSIE Mental health You are aware of that safeguarding and promoting the welfare of children includes preventing impairment to the emotional and mental health as well as the physical health and development of children		
Paragraph 20 of KCSIE 2025 – Early Help		
Paragraph 19-24 of KCSIE 2025 – Abuse, neglect and exploitation		
Paragraph – 114 – 122 KCSIE 2025 information sharing		
Other Policies and Procedures		
What to do if you're worried a child is being abused - advice for practitioners – March 2015		
I am aware who the school Designated School Leader (DSL) and Deputy Designated Leders (DDSL) are. See poster		
School Policy - Safeguarding and Child Protection Policy incorporating child protection 2024 - 2025		
Home office Preventing youth violence and gang involvement Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)		
NSPCC Changing rules for PE Safeguarding considerations for getting changed at school NSPCC Learning April 2024		
Staff Handbook /Staff Conduct of Code Policy		
School Policy - Confidentiality Policy/statement		
School Policy - Confidential Reporting (Whistle Blowing) Procedures Policy		
School Policy - Positive Behaviour Policy		
School Policy – Lone Working Policy		
School Policy - Feedback Policy		
Children Missing from education process- found in attendance and safeguarding Policy KCSIE 2022 – Children missing from education para 178 & page 152		
School Policy - Grievance procedure		
School Policy - Disciplinary procedure		
General Data Protection Act and GDPR		

School Policy - School Concerns and Complaints Policy		
School Policy - Online Safety Policy (Current Draft)		
Prevent Duty Brief		
School Policy - Child to Child (Peer to Peer) abuse policy		
School Policy - Health & Safety Policy		
I am aware of the Health and safety portal on Share Point and will make myself aware of the risk assessment in relation to daily school life and specific event , including awareness of the asbestos register in relation to the LA annexe building.		
School Policy - Fire Emergency Plan, procedures and location of fire extinguishers.		
School Policy - Lockdown policy		
Site Security – I am aware that there is site security and risk assessment/ procedures relating to visitors leaving and entering the building. I know I can ask the school business manager to clarify these procedures.		
Equality Statement		
School Risk Assessment - Infection Control Risk Assessment – Normal functional level		
I have an awareness of the Special Education Needs and Disability Code of Practice: 0 to 25 years and I know to refer to this in relation to my duty to pupils who have a Special Educational Needs or Disability (SEND). SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)		
School Policy - School SEND Policy		
I am aware we can find further school policies/ documents on the SharePoint or I can ask the school office for a paper copy.		
If you have answered 'no' to any of the above questions, please speak to your line manager to discuss how to access the documents or to clarify any points required.		

The following documents and declarations must be signed annually. Please confirm that you have signed these below and then return the signed copies, along with this form to the school office.

Documents and Declarations	Completed
Pecuniary Interests Form	
Health and Safety Regulations for Car Journeys (Staff Use)	
Health and Safety Regulations for Car Journeys (Transporting Pupils)	
Staff Details Permissions – Sharing Details	
Safeguarding Children – Self Declaration Form	
Acceptable Use Policy (Online Safety)	

Signed		Date (DD/MM/YYYY)	
---------------	--	-----------------------------	--

Name of person checking form: _____

Signature: _____

Date: _____

Statutory Training

Training	Set up by	Complete Signature/Date
Professional development responsibilities explained and systems for training and certificates photocopied by office team and logged in training record.		
Stoke-on-Trent Safeguarding level 1 and EYFS framework Appendix C		
Prevent (Home Office online and localised) (recommended training)		
First Aid/Paediatric (where relevant)		
General Health and Safety on line Training		
Fire Safety		
Supporting pupils with medical conditions (where relevant)		
Further Training needs identified (e.g. Little Wandle, Food hygiene? School Interactive White board, COSHH, Asbestos, Staff recruitment, SEN Award, Designated teacher for LAC, Data protection officer), Online safety ...and Training needs scheduled		

Equipment Issued

	Note (e.g. item code)	Date/Signature	Date/Signature of person issuing equipment	Signature of employee receiving equipment
Identity badge				
Laptop	Complete staff laptop loan terms and conditions form			
Fob				
Barrier				
Keys				
Mobile phone				
Other:				

Access Requirements

Access area	Set up by	Complete Signature/Date
Email address set up		
CPoms		
IT system log on		
Sims log in		
Google Classroom		
Registration of classes/ lunches log in		

Corner Stones		
Other Curriculum areas		
White Rose Maths		
Num bots/ Times Table Rock Stars		
English - writing		
English - Reading		
Little Wandle - Phonics		
Oxford Reading Buddies		
Cheranga - music		
Purple mash - Computing		
PE Hub		
Other specific to role _ E.g. Send portal/ Business and admin team/ Perspective lite		
Ticketing an IT issue (Evolve)		
Evolve (school visits) – training given		
Liquid logic login - for Ht/DHT/DSL/DDSL)		
Twinkl		
Class I pad and awareness of child I pad logins		

Other issues identified from induction		
Notes	Next steps	Person to lead on next steps

Specific /Additional to Governors		
Action	Note	Complete Signature/Date
KCSIE – whole document		
School Safeguarding and child protection policy		
Staff code of conduct		
Governor Code of Conduct		
Terms of Reference		
Safeguarding children missing form education		
Role of the DSL		
Complaints policy		
A School Behaviour policy		
Role of the Designated Safeguarding Lead		
Governor skills matrix		
Governor Handbook		
Signpost to SFVS/ action plan		

By:

Signed by Employee/Governor:

Date of Completion:

Exit from Employment

Exit Interview undertaken using the Stoke-on-Trent LA Checklist
Outcomes recorded on over view spreadsheet to report to Governors.

Return keys

Return fob

Return identity badge

Return computer

All outstanding fees paid (e.g. Dinner money)

Termination form completed and Pay roll informed

My View updated

SIMS updated

Appendix 1

Definitions and Signs of Child Abuse

Definitions and signs of child abuse

Guidance for professionals who work with children on how to recognise the signs of child abuse

July 2020

What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect.

Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period of time.

Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organisation's safeguarding and child protection procedures.

➤ [Find out more about recognising and responding to abuse](#)

Physical abuse

What is physical abuse?

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating.

It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

Spotting the signs of physical abuse

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

Bruising

- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- large oval-shaped bite marks.

Burns or scalds

- any burns which have a clear shape of an object, for example cigarette burns
- burns to the backs of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

➤ [Find out more about physical abuse](#)

Neglect

What is neglect?

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Spotting the signs of neglect

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment.

➤ [Find out more about neglect](#)

Sexual abuse

What is sexual abuse?

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse.

Child sexual abuse can involve contact abuse and non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch

- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.
- meeting a child following online sexual grooming with the intent of abusing them.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Spotting the signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse.

These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy.

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they might become sexually active or pregnant at a young age.

➤ [Find out more about child sexual abuse](#)

➤ [Find out more about online abuse](#)

Child sexual exploitation

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs (Berelowitz et al, 2013).

Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

➤ [Find out more about grooming](#)

Spotting the signs of child sexual exploitation

Sexual exploitation can be very difficult to identify. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships
- hang out with groups of older people
- be involved in gangs or anti-social groups
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones, which they aren't able to easily explain

- have unexplained physical injuries.

➤ [Find out more about child sexual exploitation](#)

Harmful sexual behaviour

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

HSB can include:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- sexual activity with other children or adults.

Sexual behaviour between children is considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012). However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

Spotting the signs of harmful sexual behaviour

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

➤ [Find out more about harmful sexual behaviour](#)

Emotional abuse

What is emotional abuse?

Emotional abuse involves:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

Spotting the signs of emotional abuse

There aren't usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions.

Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.

Babies and pre-school children who are being emotionally abused may:

- be overly-affectionate towards strangers or people they haven't known for very long
- not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- self-harm.

➤ [Find out more about emotional abuse](#)

Domestic abuse

What is domestic abuse?

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse.

Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

Spotting the signs of domestic abuse

It can be difficult to tell if domestic abuse is happening, because abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

➤ [Find out more about domestic abuse](#)

Bullying and cyberbullying

What are bullying and cyberbullying?

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.

Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Spotting the signs of bullying and cyberbullying

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault.

No one sign indicates for certain that a child's being bullied, but you should look out for:

- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

➤ [Find out more about bullying](#)

Child trafficking

What is child trafficking?

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children may be trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011). Child trafficking can also be organised by individuals and the children's own families.

Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in

cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation.

Modern slavery is another term which may be used in relation to child trafficking. Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking (HM Government, 2014). The **Modern Slavery Act** passed in 2015 in England and Wales categorises offences of slavery, servitude, forced or compulsory labour and human trafficking.

Spotting the signs of child trafficking

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events.

Children who have been trafficked may:

- have to do excessive housework chores
- rarely leave the house and have limited freedom of movement
- not have any documents (or have falsified documents)
- give a prepared story which is very similar to stories given by other children
- be unable or reluctant to give details of accommodation or personal details
- not be registered with a school or a GP practice
- have a history with missing links and unexplained moves
- be cared for by adults who are not their parents or carers
- not have a good quality relationship with their adult carers
- be one among a number of unrelated children found at one address
- receive unexplained or unidentified phone calls whilst in a care placement or temporary accommodation.

There are also signs that an adult is involved in child trafficking, such as:

- making multiple visa applications for different children
- acting as a guarantor for multiple visa applications for children
- having previously acted as the guarantor on visa applications for visitors who have not left the UK when the visa expired.

➤ [Find out more about child trafficking and modern slavery](#)

Female genital mutilation

What is female genital mutilation?

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

The age at which FGM is carried out varies. It may be carried out when a child is new-born, during childhood or adolescence, just before marriage or during pregnancy (Home Office et al, 2016).

FGM is child abuse. There are no medical reasons to carry out FGM. It's dangerous and a criminal offence.

Spotting the signs of female genital mutilation

A child at risk of FGM may not know what's going to happen. But they might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- missing school repeatedly or running away from home.

A child who has had FGM may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Reporting requirements

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under-18s to the police (Home Office, 2016).

➤ [Find out more about FGM](#)

References

Berelowitz, S., Clifton, J., Firmin, C., Gulyurtlu, S. and Edwards, G. (2013) **“If only someone had listened”**: Office of the Children’s Commissioner’s inquiry into child sexual exploitation in gangs and groups. London: Office of the Children’s Commissioner.

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Home Office, Department for Education and Department of Health (2016) **Multi-agency statutory guidance on female genital mutilation**. London: Home Office.

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Rich, P. (2011), Understanding, assessing and rehabilitating juvenile sexual offenders, 2nd ed. New Jersey, Wiley.

+ More about protecting children from abuse and neglect



Take our online introductory child protection training
nspcc.org.uk/cpintro



Sign up to an NSPCC Learning newsletter
nspcc.org.uk/caspar



Visit **NSPCC Learning** for more information about child abuse and neglect
learning.nspcc.org.uk/child-abuse-and-neglect



Appendix 1 - continued

In line with KCSIE 2025 we should also see the definition of 'abuse and neglect' to also include 'exploitation'.

Further the definition of 'abuse' has also changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children **see, hear or experience** domestic abuse and its effects

Responses from Parents/Carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D**: **T**ell me. **E**xplain. **D**escribe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. (**01782 235100**)

Appendix 3

Allegations about a Member of Staff (Including supply), Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Head Teacher/Principal must be informed immediately. The Head Teacher/Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer (**LADO**) (**01782 235100**). The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where St. John's Ce (A) Primary School is not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with

relevant parties (this includes supply teachers and volunteers). In no circumstances will our school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

5. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.

Please see SSCB guidance: -

[Managing Allegations of Abuse against a Person who works with Children](#)

6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.
7. Lessons learned from allegations made against staff should include founded and unfounded lessons.

Appendix 4

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
 - The demonstration of unacceptable behaviour by using any means or medium to express views which
 - Encourage, justify or glorify terrorist violence in furtherance of beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

Role of the Stoke-on-Trent LADO

The Stoke on Trent City Council LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Stoke on Trent LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The Stoke on Trent Safeguarding Children Partnership inter-agency procedures for:

[Managing Allegations of Abuse against a person who works with children](#)

is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in [Working Together 2018](#) and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate, and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed.

[Guide for Safer Working Practice for Adults who work with Children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation to the Stoke on Trent LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

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

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Step 1: Follow KCSiE 2025 Guidance. Headteacher/ Chair of Governors/ Proprietor will contact the LADO on 01782 235100.

Step 2: Stoke on Trent's Integrated Front Door (IFD) will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 01782 234234 (Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

Appendix 6

Appendix 7



Operation Encompass Staffordshire -Supporting children experiencing domestic abuse throughout Stoke and Staffordshire

Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke on Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people experiencing domestic abuse.

How does Operation Encompass work?

Information obtained by the police at the attendance of a domestic abuse incident is shared with a school prior to the start of the next school day which enables appropriate support to be given dependent on the needs of the child.

How do the schools receive notification by the police that a domestic incident has occurred?

When an officer attends the incident and completes the risk assessment on their handheld device, the name(s) of the children who form part of the household (whether present or not) are included. Alongside the details of the child, the officer will select the school that the child attends from the dropdown list. By completing this section of the risk assessment, the officer generates an automatic referral to the school via an email in real time.

Limited information will be shared about the incident; the name and DOB of the child (if known), the fact they have been identified as being

in a household where a domestic abuse incident took place, date and time of the incident and a police reference number.

How does the notification help to support the child?

Children experiencing domestic abuse are negatively impacted by this exposure and this can lead to emotional, physical and psychological harm. By providing the school with the knowledge that a domestic incident has taken place in the homes of their students the previous day, it allows the school to consider appropriate support for the child.

Children's Social Care

Once a notification is received from Staffordshire Police there is **NO** requirement for the School to then make a referral to Children's Social Care. Please be reassured that it is purely a notification to enable the School to support that child. If there is a requirement for a referral to be made, the Police would have already done this if necessary. The training provided to Schools outlines this message clearly. Of course, if the child is already an 'open case' then the school would inform the dedicated key/social worker of the notification.

Next Steps:

Staffordshire Police, and Staffordshire and Stoke Education Authorities have provided a virtual bespoke training package which will enable Schools to understand the impact domestic abuse can have on a child and how best to support them in school. This will be available in due course.



Appendix 7

Awareness Safeguarding Poster



St John's CE(A) Primary School

Dedication - Courage - Joy

Do you need to talk to someone?

All staff are here to listen to you.

Please speak to them.

Designated Safeguarding Lead

Mrs SM Bowyer

Headteacher



Deputy Designated Safeguarding Lead

Mrs MA Ramsden

Home School Link Worker (HSLW)

Deputy Designated Safeguarding Lead

Mr J Farrell

Deputy Headteacher



**You can also ring ChildLine
to talk about anything!**



All concerns will be noted in CPOMS.

School DFES Establishment Number: 3303

Appendix 8

APPENDIX 9 – Record of Concern Form

St John's CE (A) Primary School



www.safeguardingchildren.stoke.gov.uk

Record of Concern

Family name of child/young person		First name(s)		Alias / also known as	
Address		Postcode		D.O.B	
				Age	
Nature of concern (Brief outline, record in detail below)				Date concern raised	
				Time concern raised	
Name of person raising concern				Relationship to child	
Who have you passed this information to?				On what date?	

Detail of concern – To be passed on without delay. Please include as much detailed information as possible.
 (The quality of your information will inform the level of intervention initiated. If necessary, attach additional sheet.)

Signature of person raising concern		Date		Time	
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Details of all actions/decisions taken in respect of this concern
 To be completed by the Designated Safeguarding Lead

Number of Previous Records of Concern		Is child known to Early Help Register	YES / NO	Is child known to Childrens Social Care	YES* / NO	*Child protection Plan	Current	Closed
						*Child in Need Plan	Current	Closed

Action Taken	By who	Date & time completed

Outcome	

Action Taken	By who	Date & time completed

Outcome	

173

Action Taken		By who	Date & time completed
Outcome			
Action taken		By who	Date & time completed
Outcome			
Name of Designated Safeguarding Lead / Child Protection Officer		Signature	Date

Appendix 9

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Stoke-on-Trent Children's Services: Integrated Front Door (IFD) 01782 235100, between the hours of 8am & 6pm, Monday- Friday.
Select Option 1 if known to have a Social Worker
Select Option 2 for any new queries for children not already open to social care
- Stoke on Trent Emergency Duty Team: 01782 234234 (outside office hours, weekends, and bank holidays) Minicom: 01782 236037
- Staffordshire County Council's Education Safeguarding Advice Service 01785 895836 e-mail: esas@staffordshire.gov.uk ****(for children living within the Staffordshire local authority area)****
- LADO Stoke on Trent 01782 235100/01782?
- Staffordshire Children's Social Care Services: Staffordshire Children's Advice and Support team within the Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126 or using the online referral [Report a concern online](#)
- Staffordshire Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Stoke on Trent & Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Stoke on Trent PREVENT Education officer – Sarah Dyer – 01782 233239/07900135606
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

NSPCC

- Harmful Sexual Behaviour project: **0844 892 0273**
- [Keeping children safe online-online safety/sexting/sending nudes](#)

Local

- Stoke on Trent Safeguarding Children Partnership
- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Fostering Service (Stoke-on-Trent) 01782 234555
Email: fostering@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)

- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
- Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](#)
- Internet Watch Foundation (IWF) – [Internet Watch Foundation](#)
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 [Childline](#)
- Ofsted – General enquiries: 0300 123 1231
About Schools: 0300 123 4234
Concerns: 0300 123 4666
e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- SOT Safeguarding Children Partnership
- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Child Exploitation and Online Protection Centre (CEOP) – [Ceop-Police](#) & [knowaboutcse](#)
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000
[NSPCC](#)
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. [Unicef](#)