

Kaleidoscope

Kaleidoscope School- Whole School Policy for Safeguarding Incorporating Child Protection

At Kaleidoscope we are ALL responsible for safeguarding and protecting our children. However, if you do have any worries or concerns about a child we do have a designated safeguarding lead (DSL) to contact in the first instance, Amy Sadler-Rhodes. Amy can be contacted on schoolmanager@kaleidoscopeschool.co.uk or 07990 034517.

In Amys absence any concerns should be reported to one of our deputy designated safeguarding leads (DDSL):

Sam Goodin headteacher@kaleidoscopeschool.co.uk or 07990 034535

Stephanie Thompson stephanie@kaleidoscopeschool.co.uk or 07350 396591

Alex Platt alex@kaleidoscopeschool.co.uk or 07586 694765

Dawn McGeoghan dawn@kaleidoscopeschool.co.uk or 07385 669716

We are all committed to ensuring the safety of all our children, therefore we ensure we follow the statutory government guidance of Keeping children safe in education 2024.

This policy is available on our in-house system, the school website and a copy can also be requested from our school office.

The policy is provided to all staff (including temporary staff and volunteers) at induction. In addition, all staff are provided with Part One of the statutory guidance.

[Keeping Children Safe in Education 2024](#)

Issued September 2024

Due to be reviewed September 2025

This policy is reviewed annually or sooner if required

Kaleidoscope School is an independent special school for children aged 4-16 with SEND and complex needs such as Autism, ADHD, Sensory processing needs, and SEMH needs. Many of our child experience challenges in being able to display their needs and communicate verbally, therefore it is essential all staff understand and have knowledge of safeguarding and how that may present in a pupil's behaviour and appearance, as pupils may not always be able to tell us when they are worried about something or if there are any safeguarding concerns.

Staff are trained and aware of signs of distress and unease and can effectively use their expertise, through positive relationships, to enable each child to be able to effectively communicate any safeguarding concerns or worries they may have. Information is made available in user friendly format for the children, should communication be a barrier to disclosure, and staff are able to use alternative communication methods to ensure the child's voice is heard.

We provide opportunities through PSHE for children to learn how to ask for help, how to recognise what is safe and to share their worries, for example using NSPCC tools and learning including P.A.N.T.S and Speak out stay safe initiatives. Our computing curriculum allows children to develop an understanding of how to keep themselves safe online and what is and isn't appropriate when accessing the internet.

Contents Page

Section	Title	Page number
1	Purpose and Aims	3
2	Ethos	5
3	Key Principles	7
4	Legislation & Guidance	9
5	Roles & Responsibilities	10
6	Working with Parents and Carers	14
7	Early Help	15
8	What happens after a referral is deemed necessary to escalate beyond early help	17
9	Escalation Procedure	17

10	A safer school culture	18
11	Keeping children safe in Education (2024)	20
12	Vulnerable Children	39
13	Educational Visitors in School	42
14	Managing allegations against staff, volunteers, and contractors	43
15	Information sharing-Communication/Confidentiality	46
16	Managing Complaints	47
17	Site Security	47
18	Early Years Foundation	48
19	Key Legislation	48
20	School Policies	49
21	Safeguarding Induction	50
22	New Employee Induction Plan	51
Appendix 1	Definitions and Indicators of Abuse	54
Appendix 2	Dealing with a Disclosure of Abuse	58
Appendix 3	Allegations about a Member of Staff or Volunteers	59
Appendix 4	Indicators of Vulnerability to Radicalisation	61
Appendix 5	Role of the Stoke on Trent and Staffordshire LADO	63
Appendix 6	Operation Encompass	65
Appendix 7	Useful safeguarding contacts	67
Appendix 8	What to do if you're concerned about a child	68

Appendix 9	Safeguarding Concern form 'Pink form'	69
Appendix 10	Staffordshire Police CCE information sharing form	71

1. Purpose and Aims

The **purpose** of Kaleidoscope school Child Protection and Safeguarding policy is to ensure we:

- **Are committed** – to develop a robust culture of vigilance and challenge.
- **Build resilience** – by 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 where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable pupils** – who have been abused, 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 in line with the safeguarding culture.

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 2024 by **knowing** and **understanding** that:

- 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, 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.
- The importance of providing children with a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting, child on child 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 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 practice.

At Kaleidoscope school our role is to: -

- **Provide** help and support to meet the needs of children as soon as problems emerge.
- **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 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 on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff Code of Conduct .
- Our senior leadership team and designated safeguarding lead ensure that all staff, including those who do not work directly with children read Part 1 of the KCSIE 2024 guidance.

- The school follows the Staffordshire Safeguarding Children's Board policies and procedures. [Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

2. **ETHOS**

The child's welfare is of paramount importance, we are a child centred 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, 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, neglected or exploited. 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.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

'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 2024)

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 time** and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse, neglect and exploitation. 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)** 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.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In guidance, we will at times, use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and cooperative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

Children at Kaleidoscope School are reassured that they have a voice, they are listened to and what they say or communicate with us is taken seriously. They know that they will be supported and kept safe. They are never given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Children at our school are encouraged to communicate freely and in a way that meets their individual needs, 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.

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

3. Key Principles

The child's needs and welfare are paramount, and Kaleidoscope School is a **child centred school**. All children have a right to be protected from abuse, neglect and exploitation 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.

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

- At Kaleidoscope School we have a robust safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training, as required in KCSIE 2024, and receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff. We also hold in-house Safeguarding training on a regular basis and ensure that external training opportunities are readily available for all staff.
- The school has **clear induction processes** for all staff and volunteers and all required documents and policies are provided both at induction of new staff, and for current staff again on a yearly basis when these policies have been reviewed. These documents include Part 1 of KCSIE2024 (**staff use our My Concern system and policy signing documents to confirm that they have read and understand the policies and what this means to them in their daily practice**); Staff Code of Conduct ; Behaviour management policy; guidance in the event of a pupil missing or absconding, the role of the designated safeguarding leads and this Child Protection and Safeguarding Policy as well as child on child abuse policy (this is not an exhausted list)
- **All** staff at Kaleidoscope School will be aware that abuse, neglect, exploitation 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 Kaleidoscope school will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school and /or can occur between children outside of these environments.
- **All** staff, but especially the Designated Safeguarding Lead/ Deputies at Kaleidoscope 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.
- 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.
- **All** staff should be aware of the local early help process and **understand their role in it.** (KCSIE2024). '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. (Working Together 2023). This includes 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.'
- **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.
(KCSIE2024)

- **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 seek advice or refer their concerns to:

Complete an online form at

<https://childrensportallcs.stoke.gov.uk/web/portal/pages/home> or

Stoke-on-Trent Integrated front door service (IFD) 01782 235100 or

Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007 or

Cheshire East Consultation Service 0300 123 5012 (Opt 3)

- Everyone has a 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 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 Staffordshire Children's Safeguarding Partnership's procedures and provide them with information as required. www.SSSCB.org.uk
- 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/pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), 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 our policies, which support our ethos of safeguarding, will be interlinked with this Safeguarding Policy.

4. Legislation and Guidance

This policy has been devised with due regard for the statutory guidance from the DfE [Keeping Children Safe in Education 2024](#) (KCSiE) and this document is read alongside:

- [Working Together to Safeguard Children 2023](#)
- [Staffordshire Safeguarding Children Board Procedures](#)
- [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)
- [Behaviour in Schools - Advice for headteachers and school staff](#)

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)**

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 to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are pupils under 18 years of age attending further education institutions.

5. Roles and Responsibilities

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping Children Safe in Education 2024](#).

Designated and Deputy Safeguarding Leads

Our Designated Safeguarding Lead is:

Amy Sadler-Rhodes schoolmanager@kaleidoscopeschool.co.uk or 07990 034517

Our Deputy Designated Safeguarding Leads are:

Sam Goodin headteacher@kaleidoscopeschool.co.uk or 07990 034535

Stephanie Thompson stephanie@kaleidoscopeschool.co.uk or 07350 396591

Alex Platt alex@kaleidoscopeschool.co.uk or 07586 694765

Dawn McGeoghan dawn@kaleidoscopeschool.co.uk or 07385 669716

Our DSL takes the lead responsibility for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description.

Guidance: [Filtering and monitoring standards for schools and colleges](#)

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cybercrime technologies.

Guidance: [Cyber security standards for schools and colleges](#)

[Cyber Security Training for School staff](#)

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping children safe in education 2024.

The DSL/DDSL will undergo the 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 the Staffordshire Safeguarding Children's Partnership requirements.

Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working Together to Safeguard Children 2023](#).

In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, through the termly DSL briefings, meeting other DSL's, emails and reading statutory guidance. The training provides DSL/DDSL's with a good understanding of their own role, 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. We do so by continued communication between ourselves and the wider community including local PSCOs, the education lead-MASH for children and family services, attending meetings or receiving weekly updates through headteacher briefings and any other community link services.

The DSL/DDSL 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 our setting to support staff in liaising with other agencies, making assessments and referrals. Any staff member may be 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 2023.

[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 who make referrals to social care. Within our school community we currently have children whom reside in Staffordshire, Stoke-on-Trent or Cheshire East. Social care contact information for these local authorities are:

Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007

Stoke-on-Trent Integrated front door service (IFD) 01782 235100 or

<https://childrensportalcs.stoke.gov.uk/web/portal/pages/home>

Cheshire East Consultation Service 0300 123 5012 (Opt 3)

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

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

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

The DSL/DDSL will maintain robust systems to monitor and record training of all staff and refresher time scales are evident. Training is delivered in-line with SSSCB training strategy and KCSIE2024 recommendations. This will include briefings via regular staff meetings, emails, in-house Safeguarding trainings and inset day trainings as well as external events/trainings and courses attended. Regular updates shared with staff are recorded and if any materials/resources etc are used these are shared on our in-house portal.

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

The DSL monitors safeguarding management for each child. Each child has a My Concern profile where we hold a specific safeguarding chronology, staff can report concerns to the DSL, whilst ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection.

The safeguarding and child protection records are kept in a secure location and away from academic records. There is a robust process of the transfer, both in and out, of these records and the clear recording of this.

The DSL monitors the quality of safeguarding files through auditing case files regularly. The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team.

The 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 for the purposes of

case review meetings, Rapid Reviews, Child Safeguarding Practice Reviews (CSPR) and DHR (Domestic Homicide Reviews).

The DSL helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with class staff and the school leadership team.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, MUST complete the Education Report prior to the Conference.

The 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.

The DSL understands and supports the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation. Schools' online safety policy links with this policy, this is available on our inhouse system and a copy can be requested via our school office.

Designated Safeguarding Lead and the Headteacher encourage 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.

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

The DSL notifies children's social care if a child with a child protection plan is absent without explanation, or there are concerns about the reason for the child's absence.

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

The DSL will liaise with all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans 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 local council and inform other

professionals who may be involved with that child. EHE email; Stoke-on-Trent electivehomeeducation@stoke.gov.uk Staffordshire electivehomeeducation@staffordshire.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 and safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect, may be made and the role of our setting in this.

We also, as a school, adopt local policies on safeguarding and training opportunities and have links with the SSCB.

During term time, the DSL or DDSL is available (8am-5pm) for staff in the school 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.

At times, education settings, may require further assistance from interpreters to support children and families. These services will be accessed with support of the DSL.

Designated Teacher for Looked After and previously Looked After Children

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 Kaleidoscope school 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 works with the Virtual school, to provide the most appropriate support, utilising the pupil premium plus, to ensure that they meet the needs identified in the child's personal education plan (PEP). They also work with the virtual school head, to promote the educational achievement of previously looked after children.

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 has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

6. Working with Parents/Carers

At Kaleidoscope school we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their 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 the relevant local authority or other agencies.

We are committed to working with parents in a positive, open and transparent way. 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 to safeguard a child from harm.

We will seek to share with parents/carers 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 the relevant local authority in those circumstances where it is appropriate to do so.

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).

Kaleidoscope will retain this information on the pupil file. 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. Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health needs
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

The Designated Safeguarding Lead will ensure that **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.

The DSL/DDSL will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. We will also consider specific needs such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.

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 best interests of the child and have a responsibility to act as outlined in this policy.

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

- Age appropriate progress is not being made and the causes are unclear.
- The support of more than one additional agency is needed to meet the child 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:

Staffordshire <https://www.staffsscb.org.uk/wp-content/uploads/2020/09/Thresholdhttps://www.staffsscb.org.uk/wp-content/uploads/2020/09/Threshold-Document.pdfDocument.pdf>

Stoke-on-Trent <https://www.cescp.org.uk/pdf/thresholds-document-final-master.pdf>

Cheshire East- <https://www.cescp.org.uk/pdf/thresholds-document-final-master.pdf>

The establishment EHA lead may need to make a referral directly to other agencies or request the support of the local authority.

- Staffordshire Children's Advice and Support (SCAS) 03001118007
- Stoke Integrated front door service (IFD) 01782 235100 or <https://childrensportalcs.stoke.gov.uk/web/portal/pages/home>
- Cheshire East Consultation Service 0300 123 5012 (Opt 3)

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

Guidance documents can be accessed at the following links:

[Early Help - SSCB](#)

[Threshold Framework 2023 - SSCB](#)

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 **Staffordshire Children's Advice and Support (SCAS)** 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 SCAS (or equivalent if the child is under an alternative local authority). 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 has 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.

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, honest, and transparent way with any parent whose child has been referred to Staffordshire Children's Advice and Support (SCAS) 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 parents/carers. **See appendix 2 & 3**

9. Escalation Procedure

Staffordshire Safeguarding Children Board expects 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.

The process of resolution will be kept as simple as possible, and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise 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 DSL.

If we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [SSCB Escalation Policy](#)

10. A safer school culture

Safer Recruitment and Selection

At Kaleidoscope school we pay full regard to '**Keeping children safe in education 2024**'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity (best practice being birth certificate), checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, online searches 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, 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 is recorded on our Single Central Record.

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 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.

Jo Talbot-Beech, Rebecca Butterfield-Davis, Sam Goodin, Amy Sadler-Rhodes, Stephanie Thompson and Francesca Guest have 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.

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 and Safeguarding policy.
- The Behaviour management policy.
- Child on Child abuse policy.
- Staff Code of Conduct.

- The safeguarding response to children missing or abscond from education; and
- The role of the designated safeguarding leads (including the identity of the DSL and any deputies).
- At least part one of KCSIE2024.

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 have not got glass panels in them, therefore where possible (and appropriate) doors are to be left open. Where a pre-approved visitor or staff member requires the session to be behind closed doors (e.g confidential meeting or therapy), a member of the senior leadership team can conduct check-ins.

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 signpost and seek further support as appropriate.

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

Use of reasonable force (Positive handling and Physical intervention-CPI)

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 available [here](#)

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.

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, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

Stephanie Thompson is our CPI lead (Crisis Prevention Interventions), alongside being the behaviour lead. Stephanie offers training, advice, and guidance to all staff on the use of reasonable force.

We have a 'Responding to an escalation in behaviour using CPI safety Interventions Policy' available on our in-house system or a copy can be requested from our school office.

11. Keeping children safe in Education (2024)- Specific safeguarding issues

All staff in Kaleidoscope school have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger:

- Abuse
- Behaviours linked to safeguarding issues
- Children and the courts system (5-11yrs & 12-17yrs)
- Children with family members in prison
- Children missing from education
- Children who are absent 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
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Sexual violence and sexual harassment
- Sexting-Sharing of nude/semi-nude images
- Trafficking
- Upskirting

All staff know who the Designated Safeguarding Lead is within our School and as well as being the expert in this field, is there to support staff and volunteers further.

Behaviours linked to safeguarding issues.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and or/persistent absences from education and consensual and nonconsensual 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 Missing Education(CME)

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.

The school attendance policy is available on our in-house system, or copies can be requested from the school office

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. 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.

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

The school will notify the Local Authority of any pupil/student 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) will 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. elective 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 because 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 CME [‘missing’](#)

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children missing education](#)
- General information and advice for schools and colleges can be found in the Government's [Missing Children and Adults strategy](#).

Child Missing from Home or Care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, 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.

Most 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 document

- [Children who run away or go missing from home or care](#)

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

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.

All staff have access to the risk factor matrix and guidance notes on our in-house system, or copies can be requested from the school office. In-house training has also been given to all staff during our Safeguarding training. If a request is made to attend MACE panel, a member of staff is to attend with as much information as possible.

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. (See appendix 10)

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 and guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/child-sexual-exploitation-definition-and-guide-for-practitioners) • [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/or 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 several 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 Mechanism (NRM) should be considered. Further information can be found here [National Referral Mechanism](#).

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

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/ young people.

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.

Kaleidoscope school are fully committed to this project and work closely with the Local Authority and partners.

Further information can be found in Appendix 7

Guidance Documents:

- [Domestic Violence and Abuse](#)
- [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 increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:

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

Fabricated or Induced Illness (FII)

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 several 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](#)
- [Staffscb-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 any 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 staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that 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 they 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 of 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 like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with 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 via 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 is rare to see visual evidence, and children should not be examined 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 there is good reason not to, they should still consider and discuss any such case with the DSL (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 staff do not discover that 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 will 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, **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 a marriage. The 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). Some perpetrators use perceived culture practices, to coerce a person into marriage. Schools and colleges 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.

From February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to nonbinding, unofficial 'marriages' as well as legal marriages.

School and college staff can contact the Forced Marriage Unit for advice or information:
Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

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.

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, neglect and exploitation, 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](#)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school child protection and safeguarding policy, and by speaking to the designated safeguarding lead or a deputy.

Online Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff and volunteers.

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community. Establish clear mechanisms to identify, intervene in and escalate any incidents or 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: child to child 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, pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - *The safe use of social media, the internet and technology*
 - *Keeping personal information private*
 - *How to recognise unacceptable behaviour online*
 - *How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.*
- Train staff, as part of their induction on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and through parents' events. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - *Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present.*
 - *Staff will not take pictures or recordings of pupils on their personal phones or cameras.*
- All staff and any visitors using technology must sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

Our filtering and monitoring standards will-

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet their safeguarding needs
-
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
 - Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
 - Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use.

For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies.

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [Teaching online safety in education settings](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [PHSE-Advice on addressing coronavirus \(COVID-19\)](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

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

All staff at Kaleidoscope school 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.

These policies are available on our in-house system, website or copies can be requested from the school office.

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 Kaleidoscope school 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 children, 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 child on child abuse (inc 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 Kaleidoscope school 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 LGBTQ+ 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 and referred to specialist agencies if appropriate. Risk assessment and 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. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times. happening, as such it is important that if staff at Kaleidoscope school have any concerns regarding child-on-child 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 children.
- 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 child on child 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](#)

Kaleidoscope school policy is available on our in-house system, school website or copies can be requested from the school office.

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 Kaleidoscope 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 or Staffordshire Children's Social Care of a private fostering arrangement by contacting Stoke on Trent on 01782 235100 or Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007, who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

- [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.

At Kaleidoscope school we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/pupils and school staff 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. Kaleidoscope school are 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 or college'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 5**.

Prevent Duty and Channel

Prevent

The Managing Directors, the Head Teacher and the 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 pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

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 and is part of our schools wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-for-england-and-wales)

We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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 the indicators, which may signal 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.

Guidance documents:

- [Home Office Preventing Youth Violence and Gang Involvement](#)
- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

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**. The school attendance policy is available on our in-house system, or copies can be requested from the school office.

As a school we are aware of the potential for children with SEN to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse, neglect and exploitation. 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.

Alternative Provision

At Kaleidoscope school we know that the cohort of pupils in our provision often have complex needs, our proprietors are aware of this additional risk of harm that their pupils may be vulnerable to. If a pupil requires an alternative provision, we ensure that this placement meets their individual needs and we continue to hold the responsibility of safeguarding for the pupil.

Guidance

- [Alternative Provision](#) DFE statutory guidance, and
- [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/education-for-children-with-health-needs-who-cannot-attend-school) – DFE statutory guidance.

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.

The Mental Health lead in school will work with the designated teacher 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 children.

Looked after children:

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of the 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 and Staffordshire Virtual Schools for Looked After Children provides a support and challenge role for schools and Local Authority teams. This is in the form of staffing support; access to additional resources to enable the support of 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.

The proprietors must ensure that the designated teacher undertakes the 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 children have 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

All children should be protected however our staff and Governing Body recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups:

- Children who need a social worker (Child in Need & Child Protection)
- Children missing from education
- Elective Home Education (EHE)
- Children requiring mental health support
- Looked after children and previously looked after children
- Children with special educational needs & disabilities/health issues
- Children who are lesbian, gay, bi or gender questioning (LGBTQ+) This is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

We support these groups by having:

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.

13. Educational Visitors in School

For educational visitors who are attending our setting in a professional capacity we will check ID and **assure ourselves, if appropriate, that the visitor has had the appropriate DBS check.** (or the visitor's employers have confirmed that their staff have appropriate checks).

We recognise that external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, we will carefully consider the suitability of any external organisations.

We will ensure that where individuals come onto our premises that we consider the following: -

- assessing the education value,

- the age appropriateness of what is going to be delivered and
- whether relevant checks will be required.

This will form part of the risk assessment including our professional judgement and we will consider 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 2024.
- 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, volunteers, and contractors

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

Our Proprietors ensure that there are procedures in place for dealing with the two sections covering two levels 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**’.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Stoke-on-Trent and *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 (2024) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0800 1313126 (Staffordshire) or 01782 235100 (Stoke on Trent)**

We follow KCSIE2024 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 is where the alleged abuse took place.

If an allegation is made or information is received about an adult who works at our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the sole proprietor of the independent school, then this needs to be raised with the Designated Officer. Should an allegation be made against the Head teacher, this will be reported to the proprietors. If neither the Headteacher nor the proprietors are contactable on that day, the information must be passed to and dealt with by the member of staff acting as Headteacher. The Headteacher or proprietors will seek advice from the Local Authority Designated Officer (LADO) within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

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 proprietors 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.

If an allegation is made or information is received about an adult who works at the Kaleidoscope school **which** indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. If it is about the sole proprietor of the independent school, then this needs to be raised with the Designated Officer. Should an allegation be made against the Head teacher, this will be reported to the senior leadership team.

If neither the Headteacher or School Manager are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Proprietors

The Headteacher will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

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 Kaleidoscope 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 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.
- 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 should contact **the LADO directly on 0800 1313126 (Staffordshire) or 01782 235100 (Stoke on Trent)**. 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, neglect and exploitation, 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 senior leadership team 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 Proprietors 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 Proprietors 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 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.

Guidance documents:

- [Data Protection: Toolkit for schools](#)

16. Managing Complaints

As a school we encourage children and families to raise 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 EFSA. 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** Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007 or Stoke-on-Trent IFD <https://childrensportalcs.stoke.gov.uk/web/portal/pages/home> or (01782 235100), or Cheshire East Consultation Service 0300 123 5012 (Opt 3). Safeguarding information is available on our notice board, which is visible immediately as you enter the school, this outlines how to share concerns and the code of conduct expected by visitors/contractors.

17. Site Security

Kaleidoscope school 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, these are: ○ Visitors to gain access through the main entrance.

- The exit doors are scheduled through a fob system and coded padlocks on outside gates to ensure the safety of children at all times.
- If children are accessing the outside area (outside of the playground) the main school gates are kept closed.
- Visitors, volunteers and pupils must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or 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.
- A member of the senior leadership team is always available during break and lunchtimes.
- Risk management of site security is managed by the senior leadership team and 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 [Early years foundation stage \(EYFS\) statutory framework-GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

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 the following document (2nd bullet point).

Guidance documents:

- [Statutory framework for the early years foundation stage](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework) ○ [Early years foundation stage \(EYFS\) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

As a school we ensure that at least one person who has a current first aid certificate, is always on the premises, available when children are present and accompanied on outings.

19. Key Legislation -

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

- [Working Together to Safeguard Children 2023](#)(DfE)
- [Staffordshire Safeguarding Children Board Procedures](#)
- [Staffordshire Safeguarding Children Board-Learning Zone](#)
- [Keeping Children Safe 2024](#)
- [Disqualification under the Child Care Act 2006](#)
- [Information Sharing Advice for practitioners providing safeguarding services](#)
- The Children Act 1989- www.legislation.gov.uk
- Education Act 2002 www.legislation.gov.uk
- [What to do if you're worried a child is being abused](#)
- Whistle Blowing Policy- Available on our school website and on request from the school office.
- [Online Safety Toolkit](#)
- [Children Missing Education.](#)
- [Early Years Statutory Framework](#)
- [Statutory policies for schools](#)
- [Visa – Immigration/Asylum](#)

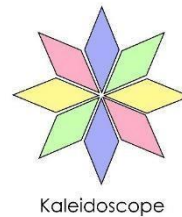
20. School Policies

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:

- Anti-Bullying (including cyber bullying indicators)
- Pupil Attendance Policy
- Behaviour Management Policy
- Children with health needs who cannot attend school.

- First aid
- Guidance in the event of a student missing or absconding.
- Health and Safety including site security.
- Online safety
- Child-on-child abuse policy
- Responding to an escalation in behaviour using CPI safety Interventions.
- Risk assessment
- Safer Recruitment
- Staff discipline, Conduct, and Grievance policy (Staff Code of Conduct)
- Statement of procedures for dealing with allegations of abuse against staff
- Whistleblowing
- Prevent in Education Policy and Prevent Risk Assessment

21. Safeguarding Induction



Safeguarding Induction

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

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 or Deputy Designated Safeguarding Lead.

Our Designated Safeguarding Lead, Amy can be contacted on schoolmanager@kaleidoscopeschool.co.uk or 07990 034517.

In her absence any concerns should be reported to one of our deputy safeguarding leads:

Sam Goodin headteacher@kaleidoscopeschool.co.uk or 07990 034535

Stephanie Thompson stephanie@kaleidoscopeschool.co.uk or 07350 396591

Alex Platt alex@kaleidoscopeschool.co.uk or 07586 694765

Dawn McGeoghan dawn@kaleidoscopeschool.co.uk or 07385 669716

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 complete a Safeguarding concern pink form

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Proprietors Alternatively, you can contact the Local Authority Designated Officer on:

Staffordshire LADO (Local Authority Designated Officer) Telephone: **0800 1313 126** Stoke-on-Trent LADO Telephone **01782 235100** john.hanlon@stoke.gov.uk

22. An example of new employee Induction plan:

Start of employment:

Meeting dates:

Date of next meeting:

Tasks to be completed as part of the induction	Actions to complete	When by and who will complete them?

<p>Pre-induction</p> <p>(Recommended pre-induction but not compulsory, they can be read on the employee's 1st week)</p> <p>Policies to read before lone working with children</p> <ul style="list-style-type: none"> • KCSIE Part 1 (Keeping children safe in education- via website for most up to date version) <p>Kaleidoscope school policies:</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding • Personal care • Staff code of conduct (in the discipline, conduct and grievance policy) • Behaviour management • Guidance in the event of pupils missing or absconding • Role of the designated safeguarding leads • Child on Child abuse policy 	<p>Read listed policies-</p> <p>NO lone working until these policies have been read and understood.</p>	
<p>Day 1</p> <ol style="list-style-type: none"> 1. Welcome, tour of the school building and site 2. Explanation of the school structure and day including breaks for pupils and staff (start and end times of the school day for staff and pupils) 3. Fire evacuation procedures and officers 4. Health and safety procedures and officers 5. IT equipment and usage (Teams – for example, where school and staff information can be found – policies, forms etc. MyConcern, DCPro, Email usage, Initials in emails etc. 		

<ol style="list-style-type: none"> 6. School's Ethos 7. Confidentiality and GDPR 8. Introduction to staff team and managers in the building 9. Role and names of the DSL, First aid and health and Safety officers 10. Roles and responsibilities: reporting structure, Safeguarding role in the school. 11. Photo for ID badge to be taken and sent to the business administrator to order the badge 12. Codes for doors and explanation about signing in and out of the building. 13. Weekly timetable. <p style="text-align: center;">Manager to complete check education certificates if required.</p>		
<p style="text-align: center;">Day 2</p> <ol style="list-style-type: none"> 1. Shadowing to take place for ½ a day in the classroom that the staff member will be based in. 2. Continue with tasks from day 1 3. Discussion on the day-to-day responsibilities of the role 4. Allow time for the staff member to feedback from day 1 and ask any questions from the policies that have been read. 		

<p>Week 1: (Tasks to be allocated by the line manager in line with the roles and responsibilities of the new employee's job title).</p> <p>Meet with the headteacher, school manager and DSLs</p> <p>Reporting to school in an emergency</p> <p>Where to find the Safeguarding policies and systems</p> <p>Additional policies to read (to be designated from the line manager)</p> <p>Training to be arranged</p>	<p>Complete- e-Learning L1 Awareness- Safeguarding Children and Protecting them from abuse</p> <p>Additional Polices to read:</p> <p>Health and Safety Lone working and mitigating risks at work Complaints Whistle blowing Online Safety Prevent Data Protection Personal Care Policy (if not already read)</p> <p>Then move onto the remaining company and Kaleidoscope specific policies.</p>	
<p>Week 2:</p> <p>Training needs to be identified and scheduled</p>	<p>E-learning through the Safeguarding board</p> <ul style="list-style-type: none"> • • FGM Female genital mutilation • Keeping children safe: protecting children from child exploitation • • Prevent <p>Training</p> <ul style="list-style-type: none"> • Online Safety • • Fire Safety awareness <p>In-house</p> <ul style="list-style-type: none"> • My concern • School curriculum training and delivery, including RSE • School behaviour values, policy and delivery 	

Appendix 1

Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or • Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or • The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

2. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also

be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or • Isolation from children.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.

- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse. • Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group. • Reluctance to undress for PE or swimming; or • Bruises or scratches in the genital area.

4. Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Childrens Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their

views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the illtreatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or • Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. 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.

7. 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 and tell them that you are pleased that they are speaking to you
- Never agree or promise to keep it a secret. Assure them that you will try to help but let the child know that you will have to tell other people to do this and state who this will be and why.

- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their 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 to check that you have understood correctly what the child is trying to tell you
- Communicate that they have 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 they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of the disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why it is that person or people who 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 that 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 in as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL and 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 Staffordshire Childrens Advice and Support and inform the DSL at the earliest opportunity. **Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007 or 01782 235100 (Stoke on Trent) or Cheshire East Consultation Service 0300 123 5012 (Opt 3).**

Appendix 3

Allegations about a Member of Staff (Inc supply) and volunteers

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, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.
3. The Headteacher will 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 will notify the Staffordshire Designated Officer **LADO 0800 131 3126 or Stoke-on-Trent 01782 235100**. The LADO will liaise with the Headteacher and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens 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 Headteacher 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 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 (this includes supply teachers and volunteers). In no circumstances will our school 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 proprietors 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 Headteacher or School Manager, then the Proprietors takes on the role of liaising with the LADO in determining the appropriate way forward.
[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.

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 can 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 – pupils/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 and Staffordshire LADO

The Stoke on Trent/ Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

Stoke on Trent and Staffordshire LADO 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 and Staffordshire 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.

Stoke on Trent and Staffordshire LADO 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 SSCB inter-agency procedures for managing [Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO |](#) (146 KB) is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together 2023** 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. [Guidance 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/Staffordshire 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 2024 GUIDANCE. Headteacher/Directors will make contact with the LADO via **Staffordshire Children's Advice and Support (SCAS) on 0300 111 8007** or **Stoke Integrated front door service (IFD)** <https://childrensportallcs.stoke.gov.uk/web/portal/pages/home> or **01782 235100** or **Cheshire East Consultation Service 0300 123 5012 (Opt 3)**

Step 2: The Team 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: 0845 6042 886 (the Staffordshire Emergency Duty Team) or 01782 234234 (Stoke 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.



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 pupils 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.



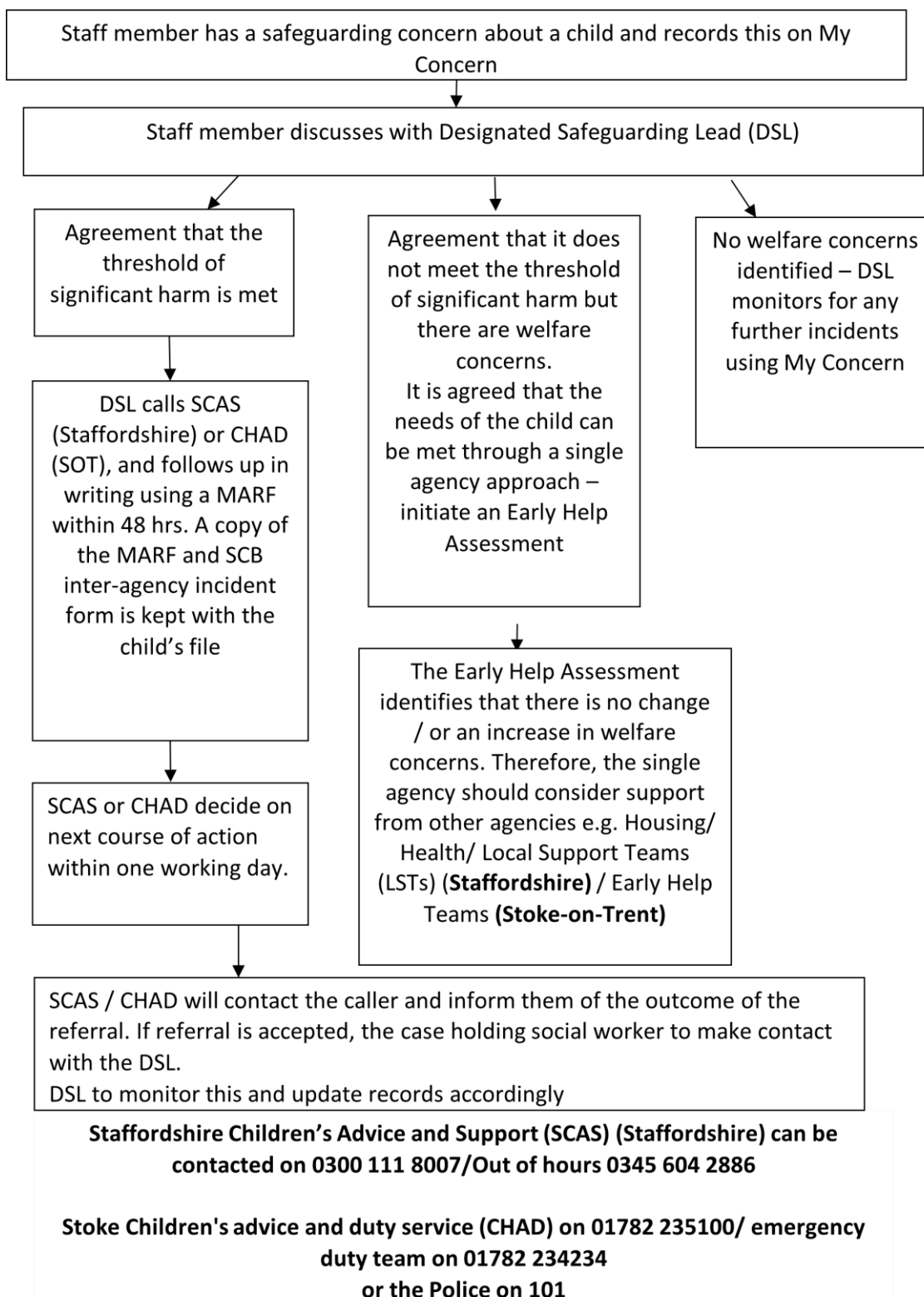
Appendix 7

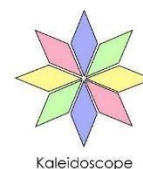
Useful safeguarding contacts

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 or email esas@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) 0300 111 8007 ○ Staffordshire Childrens Advice and Support (SCAS) 0300 111 8007
- Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police Multi Agency Safeguarding Hub (MASH) via 101, in an emergency please dial 999
- Stoke-on-Trent Children's Services: Integrated front door service (IFD) 01782 235100 or <https://childrensportallcs.stoke.gov.uk/web/portal/pages/home>
Emergency Duty Team: 01782 234234 (outside office hours) ○
- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.police.uk
- PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk ○ Child Exploitation and Online Protection Centre CEOP & knowaboutcse.co.uk ○ NSPCC – 24-hour Child Protection Helpline 0808 800 5000
- [Stop It Now! child sexual abuse helpline](http://StopItNow!childsexualabusehelpline) ○ Women's 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
- **National Contacts**
- 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

Appendix 8- An example of our staff poster.

What to do if you have safeguarding concern's about a child



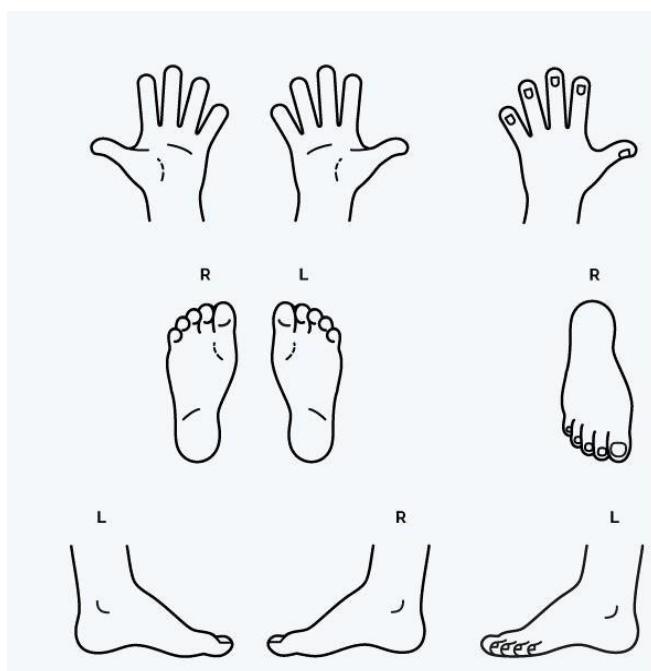
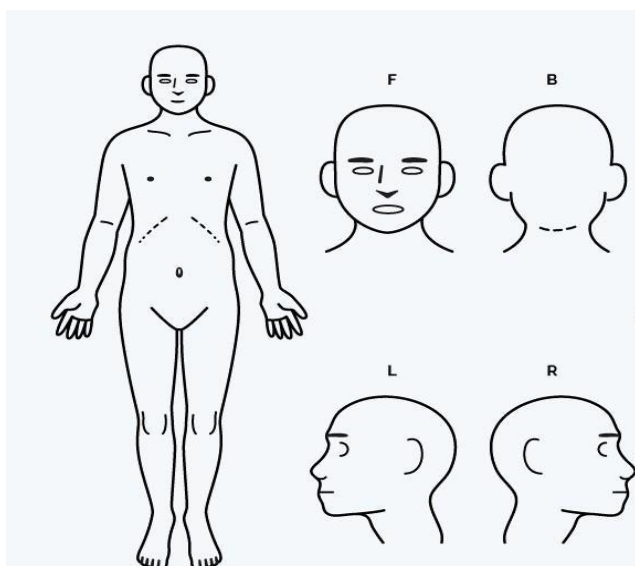


Safeguarding concern form also referred to as 'pink form'.
 Information completed on this form will be transferred to 'My Concern'.

Safeguarding Concern form

Initials of Pupil	
Concern Summary	
What Class is the pupil in?	
Date and Time	
Details of Concern	
Body Map attached?	
Location of incident	
Action Taken	

Safeguarding staff member contacted and time	
Contact information	Names and telephone numbers inserted here.



Description



Staffordshire Police child exploitation Information Report

Gathering Intelligence about child exploitation: 2 categories – criminal or sexual

Staffordshire Police have devised a process by which agencies, parents, carers and victims can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases and therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where children are being exploited either criminally or sexually.

What to collect?

Information on child exploitation;

- Suspects – names, nicknames, addresses, dates of birth and descriptions of suspects of child exploitation
- Vehicles – registration numbers, partial registration numbers, make and model, colour and distinguishing features or marks of vehicles used by suspects
- Telephones – details of phone numbers and mobile phones used by suspects and details of any text messages or phone calls made by them or to them
- Locations – details of locations where offences have taken place or suspects/child frequent
- Offences – details of criminal offences that have not been recorded by the police either because the child has not been identified or the child denies them or refuses to cooperate with the police
- Date and times – that incidents occurred or suspects or vehicles seen
- Links – between suspects, vehicles, locations and child identified at risk of exploitation

The more detailed and precise the information is the better the quality of intelligence. The intelligence forms **are not** to be used for the following:

- To report a crime
- To pass information to the police about a crime that is already being investigated

Intelligence can be reported from 3 perspectives:

1. Disclosure by a Person at Risk
2. Incident Witnessed by a Professional
3. Information from another Person

Once completed submit the completed intelligence forms onto the Knowledge Hub inbox.

Please note – the Police Child Exploitation information Report is **NOT** a referral form. This form is to collect **intelligence only** and may then be used to assist police in building a case. **Information received will not be dealt with immediately and can take up to 5 days to be processed. If a response is needed within 48 hours please contact the police on 101. In case of emergencies please dial 999**



Staffordshire Police – Child Exploitation intel form

Date/Time of report:

Type of Exploitation: criminal/sexual

Details of Professional submitting:

Name					
Post / Job Title					
Agency					
Contact Details					
Witnessed Incident		Professio		Member of the Public	

Details of child (if known):

Name			
DOB / Age		Gender	
Ethnicity			
Address			

If the information is from a 3rd party would they be willing to engage with the Police? Yes/No (delete as appropriate)

Please provide information: Include as much detail as possible re names/descriptions/nicknames/vehicle details/addresses etc:

Has an RFM been completed and submitted? Can you update us with the score? Are parents/guardians aware?

Has all safeguarding been done prior to completing this form?

Please add the details of who has been spoken to and their relationship to the individual.

**Once completed please e-mail this form to
kh@staffordshire.pnn.police.uk If you do not have a secure e-mail facility
then please call 101 to discuss**

