



Staffordshire
Safeguarding
Children Partnership

LEASOWES EXTRA
Safeguarding and Child Protection Policy

Date approved: September 2025 Updated July 2026	Written by: J.Caven Business Manager
Date to be Reviewed: September 2026	Approved by: G.Bettany Chair of Trustees
Throughout this policy any references to the DFE's statutory guidance documents listed below refer to the most up to date copies: Working Together to Safeguard Children (WTTSC) Keeping Children Safe in Education (KCSIE) This policy is available on the settings page on the school website and is available on request from the Business Manager. The policy is read by all staff (including trustees, temporary staff and volunteers) at induction. In addition, all staff are provided with Part One of Keeping Children Safe in Education and the settings Staff Code of Conduct (staff). This policy will be reviewed in full by the Governing Body on an annual basis.	

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1. Purpose and Aims

The **purpose** of Leasowes Extra's safeguarding policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable children** – supporting children 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 staff and volunteers to work with our children. And to maintain an active vigilance thereafter

Our aim is to follow the procedures set out by our Local Safeguarding Partner's (LSP): Staffordshire Safeguarding Children Partnership (SSCP), Working Together to Safeguard Children and Keeping Children Safe in Education (KCSIE) by:

- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility, and **the voice of the child is evident**
- **Protecting** children and young people at our setting from maltreatment
- Establishing a **safe environment** in which our children can learn and develop within an ethos of openness
- **Preventing** impairment of our children and young people's health or development
- **Ensuring** young people at our setting grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children and young people access to online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks**.
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action**.
- Undertaking the role so as to enable children and young people in our setting to have **best outcomes**.
- Ensuring as a setting we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our setting.

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

- This policy is available on the 'Leasowes Extra & Nursery' pages on the setting website and is available on request from the Business Manager. We also inform parents/carers about this policy when their children join our setting.
- This policy will be reviewed in full by the Trustees on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the setting's Trustees discharge its statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting. Our policy applies to all staff; paid and unpaid, working in the setting including Trustees.
- The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One, Keeping Children Safe in Education

- The setting follows the Local Safeguarding Partnerships (LSP) policies and procedures; for Stafford this is the Staffordshire Safeguarding Children Partnership (SSCP) www.staffsscp.org.uk.

2. Ethos

The children's welfare is of paramount importance, we are a child centred setting and safeguarding is at the core of all that we do.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child and our staff determine how best to build trusted relationships with children which facilitate this communication.

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 setting is committed to safeguarding children and promoting children's welfare and expects all staff, Trustees, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The setting seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

***'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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)**

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

(See Appendix 1)

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 and restoratively with our safeguarding partners with the confidence to challenge decisions and practice if deemed appropriate.

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 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. Leasowes Extra is a **child centred setting**. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

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

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

At Leasowes Extra we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training every three years as required in KCSIE, DSL/DDSL's also have Level 2, 3 or 4 Safeguarding training every two years. Staff receive regular safeguarding updates through Inset Day training, staff meetings, briefings, emails, monthly quizzes etc. to develop and support robust safeguarding practices amongst all staff.

The setting has a **clear induction process** for all staff and volunteers, and all required documents and policies are provided both at induction of new staff, and whenever legislation and requirements change. These documents include Part 1: KCSIE; Code of Conduct (Staff); the settings Behaviour Policy; the role of the DSL and this Safeguarding Policy.

All staff at Leasowes Extra will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff at Leasowes Extra will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Lead/ Deputies at Leasowes Extra 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 setting is committed to working with other agencies to provide **Early Help** for children before they become at risk of harm or require a 'child in need' statutory assessment.

Early Help means providing support **as soon as a problem emerges**, at any point in a child's life, from the foundation years through to the teenage years. (WTTSC)

All staff should be aware of the early help process, and **understand their role in it**. (KCSIE). 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.

All staff should be aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE)

All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so via **Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8033**.

Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

The setting 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 setting will **work in partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.

The setting 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 setting will follow the Staffordshire Safeguarding Children Partnership (SSCP)'s procedures and provide them with information as required. www.staffsscp.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 help the children to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

All Leasowes Extra policies, which support our ethos of safeguarding, will be inter linked with this Safeguarding Policy.

4. Legislation and Guidance

Settings **must have regard** for the DfE statutory guidance '**Keeping Children Safe in Education**'.

Keeping Children Safe in Education This child protection policy should be read alongside this statutory guidance and all staff must read and understand **at least part 1 of this guidance**.

This guidance is read alongside

- [Working Together to Safeguard Children](#)
- [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)
- [Staffordshire Safeguarding Children Partnership \(SSCP\) Procedures](#)
- [Setting Policies through the National College Platform](#)
- Anti-Bullying Policy (including cyber bullying indicators)
- Child on child abuse policy
- Online safety policy
- Staff code of conduct policy
- Safer recruitment policy
- Whistleblowing policy

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.

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.

5. Role of All Staff in Keeping Children Safe

All staff have read and have a good understanding of **at least part 1** of [Keeping Children Safe in Education](#) and are aware of the safeguarding link to other policies relating to their daily practice e.g. Staff Code of Conduct, Behaviour Policy. Staff sign to say that they have read this and knowledge is checked through training.

All staff receive statutory safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This training takes place at induction and statutory training is updated every three years. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates through staff training, twilights, staff development meetings, emails, communication board, 7-minute briefings, School Bus, National College as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

All staff know who the DSL/DDSL is, and understand that as well as being the expert in this field, they are there to support staff, volunteers, and the Trustees.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL/DDSL, 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of how to make a referral to children's social care, especially children in need and a child suffering, or likely to suffer, significant harm along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our setting and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate 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.

In all cases, if our staff are unsure, they know that they should always speak to the DSL/DDSL.

6. Role and Responsibilities of DSL/DDSL's

Designated and Deputy Safeguarding Leads

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping children safe in education](#)

Our Designated Safeguarding Lead is Mrs J Caven (Business Manager), Mrs G Bettany (Chair /Head)

Our Deputy Designated Safeguarding Leads are Miss Kajoch (Nursery Lead), Miss Dunn (EY After School Lead), Miss Cooke (KS1 After School Lead) & Miss Bloor (KS2 After School Lead), Mr Coombs (Trustee/Deputy Head), Miss E Chesworth (SENDCo), Mrs Till (Assistant Headteacher)

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

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

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent the setting at child protection conferences and core group meetings. The DSL will be the expert within the setting to support staff in liaising with other agencies and in making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren. The DSL/Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- 'When to call the police' will help designated safeguarding leads understand when they should consider calling the Police and what to expect when they do. [NPCC Guidance 'When to call the Police'](#)

The DSL will support staff that make referrals to Staffordshire Families Integrated Front Door (SFIFD).

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

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

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

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff to ensure refresher time scales are evident. Training is delivered in-line with the SSCP training strategy and KCSIE recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates will be shared with staff.

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

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

Safeguarding and child protection records are kept separate from academic records and that there is a clear recorded process of transfer of records to **all new** education settings (e.g. nurseries, schools, colleges, pupil referral units). Chronology case management systems at the front of all children's files are there to give clarity on summary/recognition of cumulative low-level concerns which need to be monitored.

DSL has developed systems for case management which is detailed, accurate, secure written/electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly. Systems are compliant with General Data Protection Act.

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

DSL will share information about the welfare, safeguarding and child protection issues that children, including children with a Social Worker, are experiencing, or have experienced with staff members/volunteers. Their role could include ensuring that a child's school or their own staff, know who these children are, understand their progress and attainment and maintain a culture of high aspirations for them; supporting staff to identify the challenges that children in this group might face and the additional support and adjustments that they could make to best support these children.

The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality.

DSL ensures the system that is in place to induct new staff is robust and monitored for non-compliance. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

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

DSL understands and supports the setting with regards to the requirements of the Prevent Duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Settings '**On-line Safety Policy**' links with this policy.

Designated Safeguarding Lead encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect

them. DSL has developed systems to record these and ensure through case reviews the child/rens voice has been heard/recorded.

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

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

DSL will liaise with all staff and the setting SENCO on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff and should, where appropriate, involve other agencies.

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

The DSL has links with the SSCP and has contact names of all setting/school DSL's/DDSL's During term time the DSL or DDSL is available (during the settings opening hours) for staff in the setting to discuss any safeguarding concerns.

The setting will notify Staffordshire Families Integrated Front Door (SFIFD) and Ofsted of any serious accident or injury to, or death of any child whilst in our care and will act upon any advice from those agencies.

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

The Trustees

The Trustees and Business Manager are accountable for ensuring the effectiveness of this policy and the settings compliance.

The Trustees have appointed **the Business Manager, Mrs J Caven** as the Designated Safeguarding Lead. The Governing Board will monitor this post to ensure post holder has the time and resources required to fulfil the duty.

The Trustees and Business Manager have identified **Miss S Kajoch, Miss M Dunn, Miss C Cooke and Mrs N Bloor** as Deputy Designated Safeguarding Leads, and they are trained to the same safeguarding standard as the DSL. The DSL can delegate activities to Deputy Designated Safeguarding Leads yet the ultimate responsibility still remains with the DSL, the lead responsibility should not be delegated. In the absence of the DSL the Deputy DSLs will take lead on safeguarding with clear direction from the management team.

The Trustee's and Business Manager have shared the content of 'Keeping Children Safe in Education' with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge and understanding to carry out their roles appropriately. The DSL training is compliant with the Local Safeguarding Children Partnership requirement.

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

The Trustees ensures that any areas of concern in safeguarding are identified and an action plan is

developed. The Trustees ensure the setting contributes to inter-agency working in-line with Working Together to Safeguard Children.

The Trustees ensure **Safer Recruitment Procedures**, that include the requirement for appropriate checks in line with national guidance (KCSIE Part 3), are followed.

The Trustees have an overview of the **training schedule and future training requirements** and this is updated every term. All staff and volunteers have received an induction which includes basic safeguarding training compliant with SSCP. www.staffsscp.org.uk. All staff and volunteers have read and understood the code of conduct and Keeping Children Safe in Education.

The Trustees/Business Manager ensure there is a current whistle blowing policy and that staff have received a copy and had the opportunity to raise concerns. There is a culture evident in the setting to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

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

The Trustees/Business Manager have a schedule of policies and procedures to review to ensure they are current and in line with National and Local guidance.

Designated Lead Teacher for Looked After and previously Looked After Children

The setting's designated teacher will work with local authorities to promote the educational achievement of children who are looked after and attend our setting. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher for this setting is: [Mrs E Chesworth-Hull \(SENDCo\)](#)

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

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

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

7. Working with Parents/Carers

At **Leasowes Extra** we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The setting follows legislation that aims to act in the best interests of the child.

When new children join the setting, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and it is also available to view on the Leasowes Extra page on the school website. Parents and carers will be informed of our legal

duty to assist our colleagues and other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

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

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

In order to keep children safe and provide appropriate care for them, the setting 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)
- Full details of any other adult authorised by the parent to collect the child from the setting (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).
- Is an Early Help Assessment (EHA) already in place for the child?
- Is the child known to Children's Social Care?

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

8. Staffordshire Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. The setting will be proactive in ensuring that children are protected from harm whilst utilising the unique position of having regular daily contact with children to identify concerns as early as possible.

Any child may benefit from early help, but in particular, staff will be alert to the potential need for early help for children who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Are bereaved.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Are viewing problematic or inappropriate online content or developing inappropriate relationships online.

- Have family members in custody.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are missing education, or persistently absent from school, or not in receipt of full-time education.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.
- Show early signs of abuse and/or neglect in other ways.

The DSL will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems and liaising with the DSL.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the child's situation is not improving or is worsening.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

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

Practitioners should complete the Staffordshire Early Help Assessment (EHA) when:

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

Guidance documents can be accessed at the following links:

[Early Help - SSCP](#)

[Right Help, Right Time](#)

[Threshold Framework 2023 - SSCP](#)

The establishment DSL may need to make a referral directly to other agencies. That referral will be made through the **Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8033**.

The DSL may also consider seeking advice and guidance from the [Staffordshire Education Safeguarding Advice Service](#) around thresholds and appropriate referrals to Staffordshire Families Integrated Front Door (SFIFD). **ESAS: - 01785 895836**

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

9. 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 Families Integrated Front Door (SFIFD) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the Staffordshire Families Integrated Front Door (SFIFD). Appropriate setting 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.

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

The DSL and sometimes other staff members may be asked to attend a child protection conference on behalf of the setting in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for a child protection plan.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Staffordshire Families Integrated Front Door (SFIFD) 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.

10. Escalation Procedure

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

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

This process will be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible and always in a restorative way. We recognised that differences in status and experience may affect the confidence of some workers to pursue this

course of action, and support should be sought from the settings DSL.

Guidance on the escalation procedure can be found at this link: [SSCP Escalation Policy](#)

11. A Safer Culture

Safer Recruitment and Selection

The setting pays full regard to 'Keeping Children Safe in Education' (Part 3). Safer Recruitment practice includes scrutinising applicants, verifying identity, academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks) barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks must be recorded on our Single Central Record.

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/work with children.

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

Mrs J Caven (Business Manager), Mrs G Bettany (Chair), Mr B Coombs (Trustee) and Mr J Smith (Trustee) have all undertaken appropriate training in Safer Recruitment and will be involved in **all** staff/volunteer recruitment processes and sit on the recruitment panel. At least one member of the Board of Trustees should receive Safer Recruitment training.

Induction

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

- The safeguarding and child protection policy;
- The staff code of conduct
- The Whistle Blowing Policy
- The Mobile Phone and Smart Devices Policy
- The role of the DSL (including the identity of the DSL and any deputies).
- Part one of KSCIE

If 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, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

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

Staff Support

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

Regular supervision will also be offered to the Lead DSL within the setting.

Use of Use of Reasonable Force

There are circumstances when it is appropriate for staff in the setting 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 of 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 children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.

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 by 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.

12. Keeping Children Safe in Education - Specific Safeguarding Issues

All staff in **Leasowes Extra** have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead who is the expert within our setting and is there to support staff, Governing body and volunteers further.

- Abuse
- Behaviours linked to safeguarding issues
- Bullying, including Cyberbullying
- Child Criminal Exploitation (CCE)
- Child missing from home or care
- Child-on-Child Abuse
- Children and the courts system
- Children missing from education
- Children with family members in prison
- 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
- Preventing radicalisation
- Prevent Duty and Channel
- Private fostering
- Serious violence
- Sexual violence and sexual harassment
- Sexting
- Trafficking
- Upskirting

Behaviours linked to safeguarding issues

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

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, 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 [found here](#)

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Any child transported for exploitative reasons is considered to be a trafficking victim – whether she/he has been deceived, because it is not considered possible for children to give informed consent.

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; and
- children who regularly miss school or education or do not take part in education.

- [Safeguarding children who may have been trafficked](#)
- [SSCP-Child Exploitation](#)
- [SSCP-Multi Agency Child Exploitation \(MACE\)](#)

Child Missing from Home or Care

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

Guidance documents

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

Child-on-Child Abuse

All **Leasowes** Extra staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: abuse within intimate partner relationships; bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting; upskirting and initiating/ hazing type violence and rituals. Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff **should be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

The setting has an anti-bullying and behaviour policy to guide children, staff and parents which can be found on our page on the school website.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation: -Definition and Guidance, Feb 2017. Gov.uk)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;

- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of

other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The above CCE indicators can also be signs of CSE, as can: -

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or do not take part in education

Guidance documents

- [Child Sexual Exploitation Definition & Guidance](#)
- [NSPCC – Protecting children from sexual exploitation](#)
- [NSPCC- Child Sexual Exploitation](#)
- [Ivison Trust-Parents Against Child Sexual Exploitation \(formally PACE\)](#)

County Lines

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

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

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

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

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

More information on County Lines can be found here: [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.

Guidance Documents:

- [Domestic Abuse – How to get help](#)
- [SSCP-Domestic 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 also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Document:

- [Drugs Advise for Schools](#)

Fabricated or induced illness

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

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

Guidance Documents:

- [SSCP-Fabricated or Induced Illness](#)

Female Genital Mutilation (FGM)

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

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

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

Staff have a mandatory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for staff to see

visual evidence, and they should not be examining children, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has good reason not to, they should still consider and discuss any such case with the setting designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Guidance Documents:

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Mandatory Reporting of FGM](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage. It is also when anything is done to make someone marry before they turn 18, even if there is no pressure or abuse. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived culture practices as a way to coerce a person into marriage. Settings can play an important role in safeguarding children from forced marriage. It is against the law to marry in England and Wales if you are under the age of 18 (Marriage and Civil Partnership (Minimum Age) Act 2022).

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

Guidance Documents:

- [Forced Marriage](#)

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

circumstances.

Honour-based Abuse

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

Mental Health

Settings have an important role to play in supporting the mental health and wellbeing of children. All staff should also be 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.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, 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.

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

Guidance Documents:

- [MIND-Parenting and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- content; being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact; being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [Teaching online safety in schools](#)

The Governing Body and Business Manager have systems in place to limit children's exposure to safeguarding issues through IT. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty. We have an online safety policy which identifies the usage and expected behaviour of children. As a setting we appreciate the value of

technology and the appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Prevent Duty and Channel

Prevent

All settings 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 settings wider safeguarding obligations.

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

Our setting, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.

The SPOC for our setting is **Mrs J Caven**.

A list of District Prevent Contacts for Staffordshire can be found in Appendix 5.

The school will monitor online activity within the setting to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software; Current monitoring system in this setting is fully managed by **Securus**.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for settings 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.
- Settings 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](#)

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 settings' 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.

The whole **Leasowes** community values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children and practitioners 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. **Leasowes Extra** is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the setting's safeguarding duty.

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

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

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.

Staff will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the setting to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting the Staffordshire Families Integrated Front Door (SFIFD) 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 Documents:

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

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. 30.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools is provided in the links below:

[Home Office Advice to Schools and Colleges on Gangs and Youth Violence](#)

Sexual Violence and Sexual Harassment

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

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

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

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

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

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

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

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

Sexual harassment

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

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

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

Sexting

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

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

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

Guidance Documents:

- [Disrespect Nobody](#)
- [Child Exploitation and Online Protection Command \(CEOP\)](#)

Upskirting

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

Leasowes Extra response to a report of Sexual Violence or Sexual Harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow **Leasowes Extra** 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). The settings behaviour policy will support any sanctions.

Guidance Document:

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

13. Visitors to the Setting

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

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised and suitability recorded.
- Whether the role is eligible for an enhanced DBS check and whether they will be supervised or unsupervised within the setting.
- We will 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.

14. Managing Allegations against Staff and Volunteers

The Trustees ensure there are procedures in place to manage allegations of abuse against all staff members and volunteers.

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at Leasowes Extra. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our setting are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Partnership Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of 'Keeping Children Safe in Education' are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0300 111 8033 (out of hours 0345 604 2886).**

KCSIE, Part 4 guidance relates to members of staff and volunteers who are currently working in any setting regardless of whether the setting is where the alleged abuse took place. Historical allegations of abuse should be referred to the police.

Where Leasowes Extra is not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes volunteers).

If an allegation is made or information is received about an adult who works at Leasowes Extra which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the DSL immediately. Should an allegation be made against the DSL,

this will be reported to the Chair of the Trustees. In the event that neither the DSL nor Chair of the Trustees is contactable on that day, the information must be passed to and dealt with by the member of staff acting as Headteacher.

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

Learning lessons

It is important that lessons are learnt when managing all levels and types of allegations.

The Business Manager at Leasowes Extra will review the circumstances of all substantiated cases with Staffordshire's LADO to determine whether improvements can be made to the settings or procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the Business Manager/case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegations/concerns that do not meet the harms threshold (referred to for the purposes of this guidance as 'low level concerns')

At Leasowes Extra we promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our setting are clear about professional boundaries and act within them in accordance with our ethos and values.

What is a low-level concern?

Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the setting 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 harm threshold or is otherwise not 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, contrary to setting policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children

Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly 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.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the DSL or Chair should contact **the LADO directly on 0300 111 8033 (out of hours 0345 604 2886)**.

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 – this line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk

The setting 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 setting 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 the Barring service.

(See Appendices 3 and 6 for further information)

15. Vulnerable Children

All children should be protected however our staff and Trustees 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 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 trans (LGBTQ+)

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

Heightened vulnerability is 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.

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.

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 a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the settings where they are enrolled.

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

Name of LAC designated teacher for this setting is:- Mrs E Chesworth-Hull

The Trustees must ensure that the designated teacher has undertaken appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within the setting:

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

The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within school.

Guidance Document:

- [Designated Teacher for Looked After Children](#)

Children potentially at greater risk of harm

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

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

16. Communication – Confidentiality/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.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the setting and with the three safeguarding partners, other organisations, agencies and practitioners as required. Setting staff should be 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.

It is important that governing bodies and 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.

Governing Boards should ensure 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. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave our setting, 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 new settings in advance of a 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.

17. Managing Complaints

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

Our Complaints Policy clearly states the stages of complaints and where to escalate any concerns. The settings complaints policy is on our page on the school website for parents/carers to access.

Safeguarding concerns should be raised with the setting immediately. If a concern is with regard to a child being in immediate risk then the individual needs to contact the police on 999 or Staffordshire Families Integrated Front Door (SFIFD) on 0300 111 8033.

18. Site Security

Leasowes Extra 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 have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore: -

- Gates are kept closed during the school day, visitors gain access through the main school entrance or out of hours through the entrance directly into the setting.
- Visitors and volunteers must only enter through the main school entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. The school has a clear system of ensuring visitors are to be accompanied/supervised by a regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to the school Senior Leadership Team member. All visitors should sign out at the main school office before leaving the site. Any visitor to the setting after office hours should sign it using the registers that are in the setting and they must be accompanied by a staff member at all times.
- Leasowes has a coloured lanyard system:
 - Purple – School staff
 - Blue – Leasowes Extra Staff
 - Red – Volunteer or visitor that has a DBS
 - Yellow – No DBS - must be accompanied at all times.
- Parents, carers and grandparents attending functions have access only through the designated and supervised entrances.
- Children will only be allowed home with adults with parental responsibility or confirmed permission from those with parental responsibility.
- Children under the age of 8 will never be allowed to leave the setting alone and will always be collected by an adult. Children 8 and over will only be allowed to leave the setting alone with written parental permission instructing us to do so with a clear time stated for the child to leave.
- Fire risk assessment and evacuation procedure to be reviewed annually.
- Health and Safety Policy to be reviewed annually.
- Setting Risk Assessment to be reviewed annually.

19. Early Years Foundation Stage

This framework is **mandatory for all early years' providers** (Statutory framework for the Early Years Foundation Stage): maintained schools; non-maintained schools; independent schools; and all providers on the Early Years Register.

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. [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). We do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. The setting needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualifications) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in:

[Disqualification under the Childcare Act 2006: effective 31 August 2018](#)

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

We have clear policies and procedures for the use of mobile phones and smart devices in the setting and for storing and administration of medication. We also have policies relating to food and nutrition, child absences, safer recruitment, whistle blowing and dignity and intimate care. All policies are stored on and can be viewed at any time by all staff via The National College.

20. Key Legislation

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

- [Working Together to Safeguard Children \(WTTSC\)](#)
- [Staffordshire Safeguarding Children Partnership \(SSCP\) Procedures](#) (www.staffsscp.org.uk)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Disqualification under the Child Care Act 2006](#)
- [Information Sharing Advice for practitioners providing safeguarding services 2024](#)
- [Restrictive Physical Interventions including restraint in mainstream schools](#)
- The Children Act 1989 and 2004
- Education Act 2002
- [What to do if you're worried a child is being abused 2015](#)
- Leasowes Extra Whistle Blowing Policy
- [Online Safety Toolkit](#)
- [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
- [Visa and Immigration \(Asylum\)](#)
- [Children's Commissioner](#)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)

21. Setting Policies

To underpin the values and ethos of the school and our intent to ensure that children in our setting are appropriately safeguarded, the following policies and procedures are also included under our safeguarding umbrella:

- Code of Conduct (Staff)
- Anti-Bullying (including cyber bullying indicators)
- Behaviour

- Use of Reasonable Force (Restrictive Physical Intervention)
- Whistle-blowing
- Online safety – User Agreement
- Health and Safety including Missing Child
- Mobile Phone and Smart Devices
- Safer Recruitment
- Dignity and Intimate Care
- Supervision and Appraisal
- Setting's Safeguarding Procedure
- Administering Medication Procedure
- Recording Accidents and Injuries on Arrival Procedure
- Early Years Food and Nutrition
- Attendance

Policies/procedures are managed through a compliance manager tool 'The National College' and have a clear review date and schedule for monitoring and updating. All staff have access to the policies on 'The National College' at all times via the internet.

LEASOWES EXTRA Safeguarding Procedure

- If you have a welfare/safeguarding concern about a child you need to go online and log into your account on 'My Concern' and report your concern using the 'Report a Concern' tab. Once you have done this an email will be sent to all Designated Safeguarding Leads (DSL's) and also the school's Deputy Designated Safeguarding Leads (DDSL's) to advise them that there is a new concern that needs attention. Alternatively, if it is not possible to do this, an orange 'Concern Form' must be completed and passed to a DSL/DDSL. These forms are available at the back of the safeguarding files in all three settings.
- If you feel the child may be at risk of immediate significant harm and/or danger, then you must mark it as 'urgent' and find one of the DSL's or in their absence a DDSL and make them aware of the concern so that it can be dealt with immediately.

Please note: It is not your responsibility to decide if any action is necessary, it is your responsibility to report any concerns you have about a child and a DSL/DDSL will then decide what action needs to be taken.

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.

Designated Safeguarding Leads (DSL's)

Mrs Joanne Caven (Business Manager/Trustee - Leasowes Extra)
Mrs Gemma Bettany (Chair of Trustees/Headteacher)

Deputy Designated Safeguarding Leads (DDSL's)

Mrs Sandra Kajoch (Nursery Lead Practitioner-Leasowes Extra)
Miss Melissa Dunn (Lead Practitioner-Leasowes Extra EY After School)
Miss Charly Cooke (Room Leader- Leasowes Extra KS1)
Mrs Natalie Bloor (Room Leader – Leasowes Extra KS2)
Mr Barny Coombs (Trustee/Deputy Headteacher)
Mrs Emily Chesworth-Hull (SENDCo)
Mrs Charlotte Till (Assistant Headteacher)

Leasowes Extra Designated Deputy Safeguarding Leads

- For advice with any safeguarding concern you are dealing with please call the **Staffordshire Education Safeguarding Advice Service (ESAS) 01785 895836**. They are available between 8.30a.m. and 5.00p.m. Monday to Thursday and 4.30p.m. on a Friday. Please follow any advice given and list the name of the person you spoke to and the action taken on a concern on your own log in linking it to the original concern number.
- If a member of staff makes you aware of a serious concern where a child may be at immediate risk of significant harm and/or danger then you must contact **Staffordshire Families Integrated Front Door (SFIFD) on 0300 111 8033** and the **Police on 999 or 101** following any advice they may give you. Full details can be found on this link: [SSCP-Report a Concern](#) . (If it is before 8.30a.m. or after 5.00p.m. – 4.30p.m. on a Friday - you will need to call the **Emergency Duty Team on 0345 604 2886 instead**).
You should follow this up by completing an online MARF via the following link: [Report a concern](#) and also log full details on a new 'My Concern' under your own log in (never add details to the original concern unless it was yourself who raised it). Please ensure you list the name of the person who raised the original concern and link your concern to the original concern number. You also need to include, the action you took, a record of timings and the name(s) of the people you spoke to at SFIFD or the police and any actions they advised you to take.

Dealing with a Disclosure of Abuse

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

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

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

If a DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to the **Staffordshire Families Integrated Front Door (SFIFD)**, and then inform the DSL at the earliest opportunity (**Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8033**) or online at [SSCP-Report a Concern Online](#).

Allegations about a Member of Staff, Trustee or Volunteer (including low-level concerns)

1. Inappropriate behaviour by 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 children, 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, Trustee, visitor or volunteer the DSL must be informed immediately. The DSL must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The DSL should not carry out the investigation him/herself or interview children.
3. The DSL should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the DSL will notify the Staffordshire Designated Officer (**LADO**) (**0300 111 8033**). The LADO will liaise with the DSL and advise about action to be taken, and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the child, these should be addressed through the setting's own internal procedures.
 - If the DSL 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's safeguarding file.
4. Where an allegation has been made against the DSL, then the Chair of the Trustees takes on the role of liaising with the LADO in determining the appropriate way forward.

Please see SSCP guidance: -
Managing Allegations of Abuse against a Person who works with Children
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Where the concern is low level

Where the DSL determines that a concern is low-level, the setting will respond to this in a sensitive and proportionate manner. The following procedure will be followed:

The DSL holds a meeting with the individual about whom the concern was reported, during which they will:

- Talk to the individual in a non-accusatory and sympathetic manner.
- Inform them of how their behaviour was perceived by the individual who reported the concern (without naming them, where possible).
- Clearly state what about their behaviour was inappropriate and problematic.
- Discuss the reasons for the behaviour with the individual.
- Inform the individual clearly what about their behaviour needs to change.
- Discuss any support that the individual may require in order to achieve the proper standards of behaviour.
- Allow the individual the opportunity to respond to the concern in their own words.
- The DSL asks the individual to re-read the Staff Code of Conduct, depending on the nature of the concern.
- The DSL and the Chair will consider whether the individual should receive guidance, supervision or any further training.
- Where considered appropriate in the circumstances, the DSL will develop an action plan, with input from the individual, that outlines ongoing and transparent monitoring of the individual's behaviour and any other support measures implemented to ensure the staff member's behaviour improves.
- Where it is necessary to undergo an investigation into the behaviour, this will be done discreetly, and information will only be disclosed to individuals on a need-to-know basis.
- Where any child or other individual has been made to feel uncomfortable by the individual's behaviour, they will be offered pastoral support, where appropriate.

The DSL will ensure that all details of the low-level concern, including any resultant actions taken, are recorded and securely stored in line with the Records Management Policy and the Data Protection Policy. The DSL will ensure that these records are kept organised and up-to-date, and that it is easy to refer back to them if any other concerns are reported about the same individual.

The specific approach to handling low-level concerns will be adapted on a case-by-case basis. It is unlikely that a low-level concern will result in disciplinary procedures; however, individuals may be given warnings in line with the Disciplinary Policy and Procedure where behaviour does not improve once it is brought to their attention. Where behaviour does not improve over a longer period of time, the concerns will be escalated and dealt with in line with the Allegations of Abuse Against Staff Policy.

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 particular 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. Children 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 setting staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/child is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/child 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/child’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 – children 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 – children 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.

District Prevent Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Oliver Greatbatch	olivergreatbatch@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
East Staffs	Joanne Barrington	joanne.barrington@eaststaffsbc.gov.uk
Lichfield	Yvonne James	Yvonne.James@lichfielddc.gov.uk
Newcastle	Georgina Evans	Georgina.Evans@newcastle-staffs.gov.uk
South Staffs	Maggie Quinn	M.Quinn@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	Paula Goodwin	paula.goodwin@staffsmoorlands.gov.uk
Tamworth	Anna McLauchlan	anna-mclauchlan@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Fiona Chapman	fiona.chapman@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sam Cartlidge	prevent@staffordshire.police.uk

Role of the Staffordshire LADO

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

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. 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.

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 SSCP multi agency procedures for **Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO** is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together to Safeguard Children** 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 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 guidance. Business Manager will contact the LADO via Staffordshire Families Integrated Front Door (SFIFD) within 24 hours of any situation arising on 0300 111 8033.

If the concern is in relation to them please contact the Chair of the Trustees or the LADO through Staffordshire Families Integrated Front Door (SFIFD) directly yourself within 24 hours of any situation arising on **0300 111 8033**.

All referrals to the LADO should be done using the LADO referral form which can be found on the following link:

[LADO referral form](#)

Step 2: The Advice and Support Service 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: 0345 604 2886 (the 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.

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire 0300 111 8033
- Staffordshire Children's Social Care Services: Children's Advice and Support Service in the Multi Agency Safeguarding Hub (M.A.S.H.) 0300 111 8033. Email: staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email: eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays)
Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force co-ordinator: Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email: families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email: fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Partnership (SSCP) 01785 277151 email: sscp.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email: fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) ceop.police.uk/
- Professionals Online Safety Helpline – 0844 381 4772 saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – iwf.org.uk
- Safer Internet Centre email: helpline@saferinternet.org.uk
- Childline – 0800 1111 childline.org.uk
- 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) educateagainsthate.com
- NSPCC Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- Staffordshire Safeguarding Children Partnership (SSCP) www.staffsscp.org.uk
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk/Safety-Centre/
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000
www.nspcc.org.uk/
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
www.unicef.org.uk