

SAFEGUARDING PROCEDURE 2026/2027

Kingsmead School



Implementation: September 2026

Procedure owner: Tom Truby (Assistant Headteacher/Designated Safeguarding Lead)

Next review date: September 2027

Please ensure that you share your procedure with your governing body alongside the full JTMAT Policy.

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1.Key Contacts

Role in school	Name	Date and level of safeguarding training
Headteacher	Mr Paul Averis	Level 1 (September 2026)
Designated Safeguarding Lead (DSL)	Mr Tom Truby	Level 3 (30/9/25)and Advanced DSL (17/7/25)
Deputy Designated Safeguarding Lead(s) (DDSL)	Mrs Emma Bracebridge Miss N Bannister Mrs R Duckett Mr J Moreton Mr M Ordidge	Level 3 30/9/25 14/1/25 12/3/25 30/9/25 Level 2 – 14/1/26
Nominated Governor for Safeguarding	Mrs Barbara Heath	Level 1 (September 2026)
Chair of Governors	Mr Kevin Maycock	Level 1 (September 2026)
Designated teacher for Looked After Children	Mrs Lauren Beech	Level 2
Prevent Lead	Mr Tom Truby	Level 3 (30/9/25)and Advanced DSL
Mental Health Lead	Mr Tom Truby	Level 3 (30/9/25)and Advanced DSL (17/7/25)
SENDCo	Miss N Bannister	Level 3 14/1/25
PSHE Lead	Mrs C Frazer	Level 3 20/3/24

Strategic Attendance Lead	Mr Tom Truby	Level 3 (30/9/25) and Advanced DSL (17/7/25)
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2. Links to other procedures and agencies

Please see the links to our other relevant school and MAT Policies and Procedures which should be read in line with this procedure:

[Kingsmead School policies and procedures](#)

[JTMAT policies and procedures](#)

- JTMAT Anti-Bullying Policy
- JTMAT Safeguarding Policy
- JTMAT Staff Code of Conduct
- Kingsmead Restrictive Intervention Procedure
- Kingsmead Online Safety Procedure
- JTMAT Whistleblowing Policy
- JTMAT Attendance Policy
- Kingsmead Attendance Procedure
- JTMAT Behaviour Policy
- Kingsmead Behaviour – Rewards & Sanctions Strategy
- JTMAT Compliments, Comments and Complaints
- JTMAT SEND Policy

Please see links to statutory guidance:

[Keeping children safe in education 2026: September 2026](#)

[Working together to safeguard children 2026](#)

[Working together to improve school attendance: July 2026](#)

The DSL subscribes to newsletter bulletins from:
Andrew Hall
The Safeguarding Network
NSPCC

The DSL attends termly Safeguarding and Attendance Network meetings, sharing good practice and providing training to schools.

3.Ethos and Culture

At Kingsmead School, our children's welfare is of paramount importance to us, and we are a child centred school. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. We promote an open, positive safeguarding culture. They will never be given the impression that they are creating a problem by reporting abuse.

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 open, positive culture is one that is fostered through vigilance, the encouragement to follow gut instincts and 'nagging doubts'. Safeguarding concerns are raised through reporting on My Concern and directly to the DSL if a child is immediately at risk of harm

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 disclosure. Their views and wishes will inform any strategies and provision for them. Our vision and values at Kingsmead School are at the centre of all we do. Understanding that that we are all part of one community, and that Safeguarding is everyone's responsibility and that by reporting concerns and taking action, we can promote the personal excellence of all of our students. Our values are embedded within our pastoral provision and RSE/PSHE Curriculum to ensure we are educating students to make positive choices and decisions to help keep themselves safe whilst as adults we raise awareness of specific and contextual safeguarding issues they may come across. 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, reporting if they have concerns about a child and our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children, and we maintain a professional attitude of 'it could happen here' where safeguarding is concerned. We expect ALL staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance. We promote the attitude of 'what if? And to follow up any concerns, even if they are nagging doubts. We lift the stone up to look underneath.

Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected and/or are at risk of immediate significant harm. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

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

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

In guidance we will also 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.

4.Safeguarding Training for Staff

4.1

All staff undergo full Level 1 Safeguarding training every year as good practice and are required to sign to say they have read and understood KCSIE Part 1. As part of their Safeguarding training, all staff are assessed on their knowledge through tasks and scenarios that require them to apply their knowledge.

They are also required to complete and provide evidence of their Prevent certificate annually.

They receive regular staff updates in briefing and CPD sessions throughout the academic year related to contextual safeguarding information and concerns.

There is a Safeguarding newsletter, 'SAFE' which is produced three times a year and shared with staff, parents/carers and the wider community. This covers emerging trends, information on cases linked to common threads from our safeguarding caseloads and information on wider safeguarding events including visiting speakers, professional organisations and PSHE events.

They undergo and can opt into CPD 'Craft of the Classroom' sessions exploring Safeguarding issues, how to support at risk young people, 'team around the student' sessions, dealing with difficult parents/carers etc.

You will need to then explain how you may use emails, newsletters, bulletins, briefings and staff meetings to ensure Safeguarding is at the forefront of your staff body.

You will need to explain how you ensure you train staff around escalation processes internally and in line with local safeguarding board procedures.

5. Safer recruitment and selection

At Kingsmead school the office Manager/ Clerk to Governors is responsible for the Single Central Record, this is discussed with governors on a termly basis and checked by the JTMAT, Link governor for safeguarding and DSL on a termly basis. When candidates have been shortlisted, they will be made aware that online searches will be carried out.

6.Roles and Responsibilities of the DSL/DDSL

The DSL has access to regular training opportunities to ensure they remain up to date and informed. This is done through briefings, networking with other DSLs, attending safeguarding courses regarding particular issues, emails and reading statutory guidance.

The DSL leads the implementation of the positive culture that is fostered within school. This is done through staff training, email updates, assemblies with students, parent partnership briefings and presentations to parents/carers and the oversight of the wider Safeguarding curriculum and offer.

The DSL monitors the electronic case management systems My Concern to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely. The DSL will triage the concerns with the safeguarding team and ensure assessment/referrals are made appropriately and effectively.

The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection. The safeguarding and child protection records are kept in a secure location, away from academic records and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both.

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

The DSL holds fortnightly STRAT meetings with pastoral leaders, the wellbeing team and DDSLs to review cases, plan future actions and share good practice.

Quality Assurance takes place with the Assistant to DSL, using a checklist guidance to monitor how cases are handled including log records, communications and actions implemented.

At Kingsmead School we have a strong relationship with the local PCSO. The DSL meets the PCSO fortnightly to discuss contextual safeguarding issues. The PCSO also supports with home visits and parental conversation with at risk students in the community.

The DDSL team work closely with the DSL to support in the monitoring concerns and promoting our safeguarding culture in school- this includes supporting and leading training, assemblies and creation of materials for students. DDSLs also assist with high level cases and will refer to children's services, the police and other organisations as necessary.

7. Local Governing Body

At Kingsmead School our Governing Body have a strategic leadership responsibility for safeguarding arrangements, and they must ensure that we comply with our duties under legislation. They must have regard to this guidance in ensuring policies, procedures and training are effective and comply with the law at all times. See Part 2 KCSIE 2026. The Headteacher ensures that the policies and procedures, adopted by the governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. These policies are transparent, clear, and easy to understand for staff, children and their parents/carers.

The Governing Body ensure that all governors and trustees receive appropriate safeguarding (including online) training at induction. This will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place here are effective and support the delivery of a robust whole school approach to safeguarding and this training is regularly updated. At Kingsmead School, Governors are included on the main school training register that includes review/refresher dates.

The Governing body and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Technical Guidance on the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Further guidance is found in KCSIE 2025 & Equality Act 2010 Advice for schools.

The Governing body facilitate a whole school approach to safeguarding involving everyone in school, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and procedure development. These systems, processes and policies operate with the best interests of our children at their heart of what we do.

The Governing body has appointed the Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the school. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex C KCSIE 2026.

The Governing Body has also identified Deputy Designated Safeguarding Lead(s) (DDSL), who are trained to the same safeguarding standard as the DSL.

The Governing body and proprietors ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Our Governing Body, whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, are doing all that they reasonably can to limit children's exposure to the online risks from the school's IT system. As part of this process, our governing body and proprietors ensure that our school has appropriate filters and

monitoring systems in place and regularly review their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors consider the age range of our children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

The Governing Body will ensure compliance with the completion of the Section 175/157 audit return, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed. Our school also completes a trust wide safeguarding audit however this audit compliments and does not replace the statutory return to the local safeguarding partnership.

They also ensure that the school contributes to inter-agency practice in line with Working Together to Safeguard Children 2026.

The Governing Body ensure that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance. See Part 3 Safer Recruitment KCSIE 2026.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Governing Bodies will ensure that our schools have appropriate filters and monitoring systems in place. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Our Governing Body/Headteacher have ensured that there is a current whistleblowing policy and staff are aware of this procedure and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures
<https://jtmat.co.uk/privacy/policies/>.

Further guidance on whistleblowing is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

8. Working with Parents/Carers

Parents and carers are regularly updated about local and contextual safeguarding issues through the termly Kingsmead 'SAFE' newsletter. Each edition covers current trends, latest updates and information provided by safeguarding organisations and a reflection on the

PSHE/Personal Development curriculum. Throughout the year, important notices and letters are shared with parents when urgent safeguarding information is shared by ESAS, the local authority or other safeguarding bodies.

Parents/Carers are also updated on safeguarding concerns through presentations and updates from school as informed by safeguarding bodies such as ESAS, Staffordshire Safeguarding Children's Partnership, NSPCC etc.

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

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

9. Specific Safeguarding Risks Training

All staff and Governors receive Level 1 training annually as good practice. In addition, training briefings, CPD sessions on bespoke areas of focus from the JT MAT Safeguarding policy are embedded into the CPD programme and school calendar.

CPD training is recorded and logged on School IP; mandatory training such as Level 1, Prevent and any other safeguarding courses are recorded centrally with the Designated Safeguarding Lead in their monitoring records.

Specific staff will undertake level and/or level 3 Safeguarding courses to develop their knowledge and skills in relation to their role – these are recorded with the DSL.

10. Site Security

At Kingsmead School we provide 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 our site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore: -

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by 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 a member of the Senior Leadership Team.
- Each visitor is given a Safeguarding visitor's booklet, outlining our safeguarding procedures

- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events. Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the Attendance Office to do this.
- All areas of school where students are located during break or lunch times have multiple members of staff on duty at all times
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

11. Allegations Management and low-level concerns

Any low-level concerns regarding members of staff are reported on My Concern through the 'Confide' functionality. These are triaged and managed by the Designated Safeguarding Lead and the Headteacher.

Allegations against members of staff or concerns that are more significant are reported directly to the Headteacher (with the exception being if this is an allegation against the Headteacher, the Chair of Governors is informed).

If the allegation involved a child and/or if a child has been alleged to have been harmed or mistreated in some way, the DSL will inform the Local Authority Designated Officer (LADO) and take appropriate steps based on the advice given.

Kingsmead School will adhere to the following JTMAT policies in liaison with the Director of Human Resources (Sian Carter) to ensure correct procedures are followed with any and all allegations involving members of staff :

[JTMAT-Staff-Code-of-Conduct.pdf](#)

[JTMAT-Harassment-Sexual-Harassment-and-Bullying-Policy.pdf](#)

[JTMAT-Compliments-Comments-Complaints-Policy-Draft-2026.pdf](#)

The headteacher and/or Designated Safeguarding Lead will work closely with Human Resources at the JTMAT on all allegations concerning members of staff.

12.Safeguarding Induction Checklist.



Kingsmead School

[2026 staff induction sheet.docx](#)

[Whole school SG handbook.docx](#)

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

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (Tom Truby) or Deputy Designated Safeguarding Lead (Emma Bracebridge).

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

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern in addition to completing My Concern.

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher,

you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer [Report a concern \(child safeguarding\) | Staffordshire County Council](#)

The people you should talk to in school are listed in the School Safeguarding Procedures Document on Page 1.

13. Responsibilities of all Staff

All school staff are expected to:

- Recognise signs of abuse, neglect, exploitation, and mental health concerns.
- Be vigilant and adopt the 'it can happen here' mindset.
- Respond appropriately to disclosures from children.
- Report concerns to the **Designated Safeguarding Lead (DSL)**.
- Maintain accurate records of concerns and actions taken on My Concern as appropriate

14. Opportunities to Teach Safeguarding

Safeguarding is taught to students at Kingsmead through a variety of methods, with learning to keep safe and have tolerance and understanding for all at the heart of their learning.

Students learn about how to keep themselves safe through:

- PSHE programme (1 hour a week)
- Tutor Time Programme (RSE, Tolerance and Understanding, Whole Child)
- Assemblies delivered by Safeguarding specialist staff, external professionals and external companies
- RSE within the PSHE and Tutor time programme – please see RSE Procedure [Updated-RSE-policy-2025-DRAFT.docx](#)

15. Specific Safeguarding Risks

15.1 Domestic Abuse- Operation Encompass

*We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

15.2 Mental Health and Wellbeing

Please see our Mental health and Wellbeing procedure:

Senior Mental Health Lead: Tom Truby

Student wellbeing mentors: Michael Stephens

Charlotte Maymand

Chloe Hinton

15.3 Online Safety

Please see our Online Safety Procedure:

[Kingsmead-Online-Safety-Procedure-2025-26.pdf](#)

16.

Appendix 1. Definitions and Indicators of abuse: Neglect

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.

- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

Physical abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

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

Sexual abuse

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.

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

Emotional abuse

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

of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The definition has been updated in Keeping Children Safe 2026 to include:

- verbal abuse
- Such as persistent criticism
- Belittling
- Name- calling
- Not giving the child opportunities to express their view
- Deliberately silencing them or “making fun” of what they say or how they communicate

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.

- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or • Soiling, smearing faeces, enuresis.

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

Parental response

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

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

Disabled children

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

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

- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2. Specific safeguarding issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including the link to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Bullying, including cyber bullying

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

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

Guidance on bullying can be found using links for [preventing bullying](#) and [cyberbullying](#)

Child on Child Abuse

All staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this schools procedures regarding child-on-child abuse.

Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of any age and sex, with a single child or group of children and can happen both inside and outside of our setting. Children who are victims of this abuse, will find the experience stressful and distressing and it is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable.

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

- Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.
- Not dismissing this abuse as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

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

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

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. We have a strong pastoral system, where all students have a form tutor. We have six Progress Leaders. We employ two full-time school wellbeing mentors.

Allegations of child-on-child abuse will be recorded on MyConcern. Students and staff are likely to be asked to provide written accounts, and pastoral staff will support the Safeguarding Team in ensuring accurate records are maintained. All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

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

All staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

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

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As in any case, if staff are in any doubt as to what to do, they should speak to the DSL/DDSL. Our behaviour policy will support any sanctions.

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

Guidance Documents:

- Staffordshire SSCB -Responding to Sexting Guidance
- Disrespect Nobody
- CEOP-Safety centre
- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)
- Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)
- Searching, screening and confiscation (publishing.service.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
- Undressed (lgfl.net)

Children Missing Education

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

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school holds at least 2 emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

School will take the responsibility to report missing episodes to the Police if a child's whereabouts cannot be ascertained.

Please ensure that your policies are clear regarding children going missing from the school site and that ALL staff are aware of the processes and the role that they ALL play in this. In particular the importance of the completing class registers at the earliest opportunities.

The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of

10 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because they:

- Have been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Have ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- [Working together to improve school attendance: July 2026](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding [school's duties regarding children missing education](#) , including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children missing education](#)
- Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time enrolment of 14 to 16 year olds in further education and sixth form colleges](#)
- General information and advice for schools and colleges can be found in the Government's [Missing Children and Adults strategy](#)

Children missing from home or care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

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

Child Sexual Exploitation and child criminal exploitation

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

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

At Kingsmead School we utilise the Risk Factor Matrix where concerns arise that a child may be vulnerable to exploitation. Staff in the Safeguarding Team will work with the student to fully understand their vulnerabilities. The DSL/DDSL will also work with parents to ensure they are aware of the proactive purpose of the RFM to help identify and reduce risk. School will seek consent from parents/carers before a referral is made using the RFM. A member of the Safeguarding Team attends the MACE Panels to ensure a full understanding of risks in the wider community.

Child Sexual Exploitation

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

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

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

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

Guidance documents:

- [Child sexual exploitation](#)
- [Sexual abuse | NSPCC](#)
- [Know about CSE](#)

Child Criminal Exploitation

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

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

are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Some of the following can be indicators of CCE:

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

Guidance:

- [Children who may have been trafficked](#)
- [Child exploitation](#)

County lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Further information can be found here [National Referral Mechanism](#).

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

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

[Criminal exploitation of children and vulnerable adults](#)

[County lines toolkit](#)

[County lines and protecting children from exploitation | NSPCC](#)

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

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). 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.

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

Guidance documents:

- [Domestic violence and abuse](#)
- [Domestic abuse](#)
- [NSPCC domestic abuse](#)
- Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

Drugs

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

Guidance:

- [NSPCC parental substance misuse](#)
- [Working with parents who misuse substances](#)
- [Drug advice for schools](#)

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause. There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

[Fabricated or induced illness](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

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

We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these young people, and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

Honour based abuse

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

agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including “cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to “honour-based abuse”.

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

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

Guidance documents:

- [Multi-agency guidance on FGM](#)
- [FGM Act 2003](#)

Forced marriage

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

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life’. A

forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance documents:

[Forced marriage](#)

[The right to choose- guidance on forced marriage](#)

Mental Health

All staff have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

At Kingsmead School we have a Mental Health Lead- Mrs J Russell (DSL) and Wellbeing mentors, Mrs D Truby and Mr M Stephens.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance documents:

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance.](#)
- [Preventing and tackling bullying](#)
- [Every Interaction Matters](#)
- [Education recovery](#)
- [MIND- Parenting Capacity and Mental Health](#)
- [NSPCC- Mental Health and Parenting](#)
- [SSCB- Children and Young People who Self Harm or Disclose an Intent to Die by Suicide](#)
- Staffordshire County Council Resource Bank (sent out at least annually)

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 by speaking to the designated safeguarding lead or a deputy.

Online Safety

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

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

The breadth of issues classified within online safety is considerable but can be categorised into four areas of risk as specified in the online safety procedure.

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

We have an online safety procedure <https://www.kingsmeadschool.net/home/about-us/policiesandprocedures/procedures/> which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding. All staff have the responsibility to adhere to and follow the online safety procedure.

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

providers and safeguarding in remote education. JTMAT has an Online Safety Statement and have Acceptable User Agreements (AUP). All staff must ensure they read and sign the AUP. Guidance Documents:

- [Children's commissioner- online safety](#)
- [Teaching online safety in education settings](#)
- [CEOP- Safety centre](#)
- [National Cyber Security Centre](#)
- [NSPCC- Undertaking remote teaching safely](#)
- [360 Degree Safe- Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

Filtering and monitoring

At Kingsmead School we have a monitoring system called Securus. Securus alerts when members of our community are using or accessing inappropriate websites and gives an early warning to potential safeguarding situations. The DSL and Safeguarding Officer (DDSL) have access to this system. The Head of School also has access to monitor staff IT use.

Where significant concerns are recorded, Securus notifies the DSL, DDSL and Head of School about Grade 4 and Grade 5 captures where a safeguarding risk has been identified and immediate follow up is required. This information is then recorded on MyConcern where a student has been identified as being at risk.

More detail of our filtering and monitoring procedure can be found in the [Kingsmead School online safety procedure](#).

Guidance documents:

- Appropriate Filtering and Monitoring <https://saferinternet.org.uk/guide-and-resource/teachersandhttps://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filteringand-monitoringschool-staff/appropriate-filtering-and-monitoring>

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent. People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

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

Our staff at Kingsmead School will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0800 1313126), who then have 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](#)

PREVENT

Children are vulnerable to extremist ideology and radicalisation, which should be a part of a schools' or colleges' wider safeguarding approach. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4. All schools are subject to a duty to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism" ([Counter Terrorism and Security Act 2015](#)). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

At Kingsmead School we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an

unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether a child is likely to be susceptible to radicalization into terrorism. 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. Kingsmead School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty. The school's or college's Designated Safeguarding Lead should be aware of local procedures for [making a Prevent referral](#).

The school governors, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. Kingsmead use filtering as a means of restricting access to harmful content and considers the use of filters as part of their overall strategy to prevent people from becoming involved in, or supporting, terrorism.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised [Prevent duty guidance \(2023\)](#), which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Single Point of Contact (SPOC) who is 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 school is Mrs J Russell.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Guidance documents:

- [The Prevent duty](#)
- [Educate against hate](#)
- [Act early](#)

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Guidance documents:

[Gang and youth violence advice for schools](#)

[Criminal exploitation of children and vulnerable adults- county lines](#)

Appendix 3. Allegations about a member of staff, governor or volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:
 - ☐ Physical For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - ☐ Emotional For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
 - ☐ Sexual For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
 - ☐ Neglect For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - ☐ Spiritual Abuse For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Headteacher/Principal must be informed immediately. The Headteacher/Principal must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Headteacher or Principal should not carry out the investigation him/herself or interview pupils.

3. The Headteacher/Principal will exercise and be accountable for their professional judgement on the action to be taken as follows:

- ▣ If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer (LADO) (0300 111 8007). The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
- ▣ If the actions of the member of staff, and the consequences of the Page | 35 actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
- ▣ If the Headteacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

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

5. Where an allegation has been made against the Headteacher/ Principal or Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. [Managing allegations of abuse made against a person who works with children](#)

6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

7. Staff have a responsibility to report low level concerns about a member of staff, this could include, having favourites or appearing to overly berate a child. Staff are trained on how to report these concerns upon induction- the confide programme.

Appendix 4. Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process of a person legitimizing support for, or use of, terrorist violence.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which
 - Encourage, justify, or glorify terrorist violence in furtherance of beliefs
 - Seek to provoke others to terrorist acts

- Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

☐ Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

☐ Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

☐ Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

☐ Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.

☐ Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.

☐ Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5. Early help/ CIN/ CPP/ Escalation process

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

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

The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, 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.

It is the responsibility of the DSL/DDSL to ensure that they contact the relevant local authority for Early Help. Most of our schools will be covered by Staffordshire and Derbyshire, however some families and students may be residing in other local authorities. Where this is the case the DSL/DDSL are responsible for seeking the appropriate contact details.

In Staffordshire, the 'Right help, right time; approach has been adopted from September 2026:



[Right Help, Right Time - Staffordshire Safeguarding Children Partnership](#)

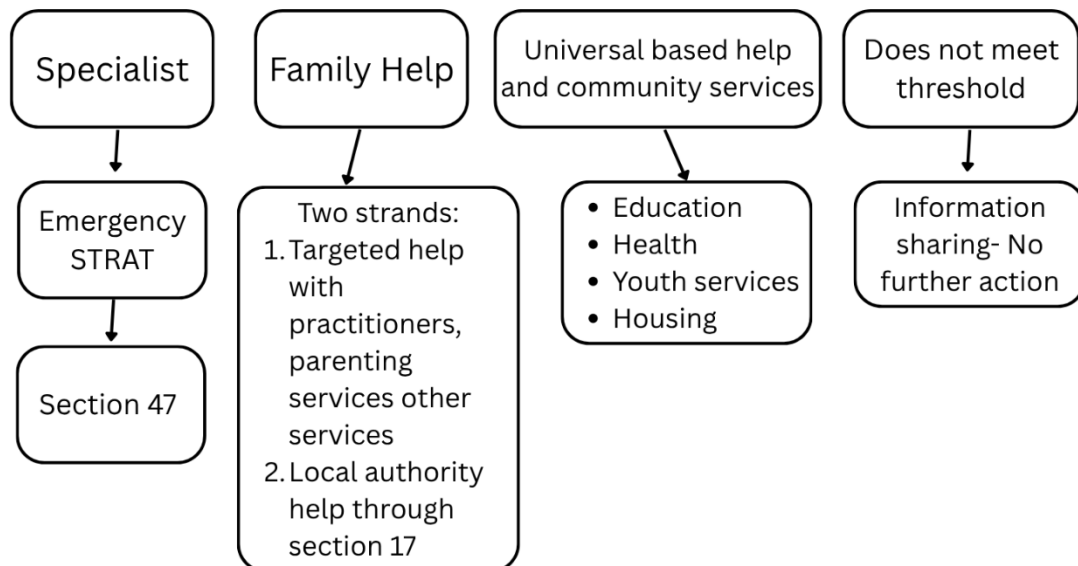
Guidance documents can be accessed at the following links:

[Right Help, Right Time - Staffordshire Safeguarding Children Partnership](#)

- [Threshold framework 2023](#)
- [Right Help, Right Time - Staffordshire Safeguarding Children Partnership](#)

Please see flowchart below for how to refer to SFIFD and the possible stages of support offered:

Staffordshire Families Integrated Front Door Service



Section 47 enquiries

<p><u>Strategy meeting.</u></p> <p>A strategy meeting is held to share any information that is known by all professionals working with a child. It may include social workers, police, health, teachers any other relevant people. Strategy meetings help partners to build as full a picture as possible of what has happened and to decide if a Section 47 is required. Information gathered can be shared with appropriate family members if professionals agree it won't place the child at further harm.</p>	<p><u>Section 47</u></p> <p>Section 47 of the Children Act 1989 mandates local authorities to investigate & assess when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. The police, health, schools and other relevant professionals work together to determine if the threshold for significant harm has been met. Police and children's services will coordinate their activities in a parallel process of Section 47 and criminal investigation.</p>	<p><u>Assessment</u></p> <p>The local authority lead professional (Social Worker) is required to carry out a thorough assessment to determine the nature and extent of the child's needs and decide what actions should be taken to safeguard their welfare. This will include working with the child and family to gather their wishes and feelings along with the wider social environmental factors. This assessment will determine the next steps to take to make sure that a child's welfare needs are met. Assessments need to be analytical and triangulated with information from our partner agencies.</p>
<p><u>Assessment</u></p> <p>The assessment should always involve separate discussions with the child and, in most cases, the parents, and the observation of interaction between the parent and child. This will include any other carers and the partners of the parents. Practitioners will work with the parents or carers to understand the purpose, process and potential outcome of the enquiries and be prepared to answer questions openly, unless to do so would affect the safety and welfare of the child.</p>	<p><u>Immediate protection</u></p> <p>Where there is a risk to the life of a child or the likelihood of serious immediate harm, children's services or the police will act immediately to secure the safety of the child. If it is necessary to remove the child from their home the Lead Practitioners will apply for an Emergency Protection Order (EPO). Partners will work with the child and family throughout statutory action and will explore family/friends options/care arrangements as well. In emergency situations police powers of protection (PPP) can be used to remove the child to a place of safety for up to 72 hours.</p>	<p><u>Possible outcomes of a Section 47</u></p> <p>If there is risk of significant harm present, children's services will recommend an Initial Child Protection Conference (unless the child is already subject to a Child Protection plan). If risk of significant harm isn't present the continued child and family assessment may result in Child in Need or referral to appropriate Early Help. Working with the family to explore their needs and promote family-based decision making always is essential. If there are no identified risk and no requirement for further support children's services will close the assessment.</p>

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for a referral to Staffordshire Families Integrated Front Door), 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 these issues with SFIFD or Derbyshire Child Protection Service. This concern will be referred under 'family help' and will be determined by children's services if the threshold for a S17 Child in Need plan has been met. Appropriate school staff will attend Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services. It is the responsibility of the DSL/DDSL to ensure that the child/family are referred to the appropriate local authority.

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 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 S44 of the Children Act 1989) or in police protective custody (under S46 of the [Children Act 1989](#)).

Children's Services will convene an Initial Child Protection Conference (ICPC) 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 (RCPC) will take place once a child has been made the subject of a Child Protection Plan 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/DDSL (sometimes other staff members) will attend the child protection conference on behalf of the school. The person attending will have as much relevant and up to date information about the child as possible. They will contribute to a recommendation on the risks/protective factors for the family from their information and a view on the need for a child protection plan. We understand the importance of our attendance and contribution at these conferences and whether we attend or not we will always provide a written report prior to conference containing these contributions.

Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to SCAS or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers wherever possible.

Escalation process

Staffordshire Safeguarding Children Board 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.

This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the [SSCB Escalation policy 2024](#), 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, the challenge/escalation, what we expect to happen and the desired outcome.

Guidance documents can be accessed at the following links:

[Right Help, Right Time - Staffordshire Safeguarding Children Partnership](#)

- [Threshold framework 2023](#)
- [Right Help, Right Time - Staffordshire Safeguarding Children Partnership](#)

Appendix 6. SPOC contacts

Prevent leads	Contact name	Email address
Cannock	Oliver Greatbatch	olivergreatbatch@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
Lichfield	Yvonne James	Yvonne.james@lichfielddc.gov.uk
Newcastle	Georgina Evans	Georgina.Evans@newcastlestaffs.gov.uk
South Staffs	Maggie Quinn	M.Quinn@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@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

Appendix 7. Role of 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. They may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. 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. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The StaffsSCB inter-agency procedures for: [Managing allegations of abuse against a person who works with children](#) is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in [Working together to safeguard children 2026](#) and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner, that a thorough, proportionate, and fair process is followed and that processes are open to challenge.

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

[Guide for safer working practice for adults who work with children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

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 2025 Guidance. Headteacher/ Chair of Governors/ Proprietor will contact the LADO via an online referral form

[Staffordshire LADO referral form](#)

Step 2: Staffordshire Families Intergrated Front Door (children's services) 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 6042 886 (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.

Appendix 8. Useful safeguarding contacts Useful safeguarding contacts

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 email: esas@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) 0300 111 8007
- Staffordshire Families Intergrated Front Door (children's services) 0300 111 8033
- Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police Multi Agency Safeguarding Hub (MASH) via 101, in an emergency please dial 999
- Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours)
- Dave Atherton - School Guidance around Asylum Seekers (Central Thoroughfare Team) david.atherton@staffordshire.gov.uk
- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.police.uk
- PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk
- Derbyshire Starting Point-01629 533190
- Derbyshire Professional Advice Line- 01629 535353.
- Derbyshire Referrals
https://derbyshirescbs.proceduresonline.com/p_making_ref_soc_care.html

Local advice

- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board StaffsSCB
- 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

NSPCC

- [Harmful sexual behaviour](#)

- [Keeping children safe online- sending nudes and sexting](#)

National contacts

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

Useful websites

- Staffordshire Safeguarding Children Board StaffsSCB
- Child Exploitation and Online Protection Centre (CEOP) – CeopPolice & knowaboutcse
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000 NSPCC
- Women's Aid - 24 Hour Helpline: 0870 2700 123
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am6pm). If you think a child is in immediate danger, please call 999. <https://www.unicef.org.uk/>