JTMAT School Specific Safeguarding Procedure

**Fradley Park Primary and Nursery School**



**Safeguarding Procedure**

**Implementation:** **September 2025**

**Procedure owner: Mrs Chrissie Allen (DSL)**

**Next review date: September 2026**

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# **1.Key Contacts**

|  |  |  |
| --- | --- | --- |
| **Role in school**  |  **Name**  |  **Date and level of safeguarding training**  |
| Headteacher  | Chrissie Allen  | Level 1 SSCP Child Protection Training01/09/25Level 3Designated Lead Multi Agency Training  11/11/21  Level 3 Various 08/07/23 20/09/24Graded Care Profile Training  13/05/24 Early Help Assessment Training 17/09/24 Refresher Safer Recruitment Training  01/10/25  Prevent Awareness Annual Refresher 09/01/25 |
| Designated Safeguarding Lead (DSL)  | Chrissie Allen  | As above  |
| Deputy Designated Safeguarding Lead (DDSL)  | Jess Pearson (Assistant Headteacher) | Level 1 SSCP Child Protection Training01/09/25Level 4   Designated Lead Multi Agency Training  11/10/22  Level 3 Various 04/07/22Early Help Assessment Training  17/09/24 Safer Recruitment Training  28/09/23  Prevent Awareness Annual Refresher 29/01/25 Level 2 Multi Agency Training10/12/2024 |
| Deputy Designated Safeguarding Lead (DDSL)  | Lorna Perkins (KS2 Lead) | Level 1 SSCP Child Protection Training01/09/25Level 2 Level 2 Working Together to Safeguard Children Multi-Agency Training08/09/25Level 3 Role of Designated/Deputy Safeguarding Lead Multi-Agency Training11/09/25 |
| Nominated Governor for Safeguarding   | Hannah Sinnett  | Level 1 Safeguarding and Child Protection  08/03/23  Safer Recruitment Training  28/09/23    |
| Chair of Governors  | Hannah Sinnett  | As above   |
| Designated Teacher for Looked After Children  | Chrissie Allen  | As above Designated Teacher Training  06/03/24  |
| Prevent Lead  | Chrissie Allen  | As above  Prevent Referrals Refresher Course 29/10/22   |
| Mental Health Lead  | Jess Pearson  | As above Senior Mental Health Lead Training 26/07/23   |

# **2.Links to other procedures and agencies**

This procedure has been devised with due regard for the statutory guidance from the DfE:

[Keeping children safe in education 2025](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

This procedure should be read alongside:

[Working together to safeguard children 2023: statutory guidance](https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

[Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

[Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)

Children missing education - GOV.UK (www.gov.uk)

Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

National curriculum in England: primary curriculum - GOV.UK (www.gov.uk)

The **Staffordshire Safeguarding Children Partnership (SSCP)** is the key statutory mechanism for agreeing how local organisations will co-operate, to safeguard and promote the welfare of children and young people living in Staffordshire. Safeguarding Partnerships support and enable local organisations and agencies to work together in a system where there is a clear, shared vision for how to improve outcomes for children locally across all levels of need and all types of harm ensuring there is a prompt, appropriate and effective response to ensure the protection and support of the child.

[Home - Staffordshire Safeguarding Children Partnership](https://www.staffsscp.org.uk/)

This procedure can be read alongside other school-based procedures are located on our website: [Fradley Park | Primary & Nursery School in Staffordshire (fradleyparkschool.co.uk)](https://fradleyparkschool.co.uk/)

* Relationships and Behaviour Procedure
* Attendance Procedure
* Lettings Procedure
* Online Safety Procedure
* SEMH Procedure

This procedure should be read alongside other Trust policies which Fradley Park Primary and Nursery School adheres to which are located on the JTMAT website. Particularly relevant policies are: JTMAT Safeguarding policy, Attendance policy, Behaviour policy and the Antibullying policy.

[Policies – John Taylor Multi-Academy Trust](https://jtmat.co.uk/privacy/policies/)

To support effective safeguarding procedures at Fradley Park, we receive regular knowledge updates from the NSPCC Caspar Newsletter, ESAS Tuesday newsletter, the Safeguarding Network and engage in termly safeguarding networks led by the Trust (JTMAT) and Staffordshire.

# **3.Ethos and Culture**

At **Fradley Park Primary and Nursery School**, we are a child centred school and our children’s welfare is of paramount importance to us. 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. All children at Fradley Park have a ‘Helping Hand’ (an identified trusted adult) in school. They will never be given the impression that they are creating a problem by reporting abuse.

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

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

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child and our staff determine how best to build trusted relationships with children which facilitate this communication.

We 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.  The whole staff team work together to create a positive and pro-active safeguarding culture.

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

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

**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 document, 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**

Staff all play an especially significant role in safeguarding the children at Fradley Park. Staff training is updated regularly to ensure that all staff have read and understood key documentation and fully understand the local procedures, expectations, and systems in school.

The following training is in place:

* Annual Safeguarding Update to cover KCSIE changes (including other relevant legislation e.g. WTTSC 2023) for all staff and volunteers.
* Contextual Safeguarding Information (information about the picture around safeguarding in our school) is shared with all staff. The key issues within our school are mental health and wellbeing, domestic abuse, and parental conflict.
* Level 1 Training every 3 years at least (Annual refresher training) and for new staff this is completed within 3 months of employment at the very latest.
* Level 2 Training completed regularly by DSL/DDSL.
* Prevent Training annual refresher training
* Online Safety Training
* Staff safeguarding knowledge check quizzes and scenarios
* One Professional Learning Time (PLT) each half-term is dedicated to safeguarding knowledge development
* DSL and DDSL complete Safer Recruitment Training
* DSL training and updates
* Governor ongoing safeguarding knowledge development at every LGB (Local Governing Body) meeting.

A training log is kept with all certification records maintained centrally. This includes first aid training records. Staff must ensure that the school office receive copies of any training attended.

Emails, newsletters, bulletins, weekly briefings, and professional learning time is used to ensure safeguarding is at the forefront of everyone’s minds.

Staff receive notifications (via email) when a new document is to be read and understood.

Staff sign to acknowledge these documents have been read and a record of this is kept within the training log.

Staff are trained on the escalation processes internally alongside, those that lie within the local safeguarding board procedures.

Staff are also made aware of the NSPCC Whistleblowing advice line through the sharing of resources and information e.g. posters, from the NSPCC, emailed information and staff meeting reminders.

Safeguarding is everyone’s responsibility at Fradley Park Primary, and this is made clear to all in school, through a consistent message to all staff and volunteers. This includes having a positive and proactive safeguarding culture across the school for all visitors, volunteers, and staff.

Relevant newsletters are shared to all staff where appropriate and updates are held face to face or via email, whichever is deemed most appropriate at the time.

All staff receive an induction. This is delivered by the Headteacher. The induction process is also delivered for volunteers, students, and governors. The Assistant Headteacher is responsible for inducting volunteers and students. This includes Level 1 Safeguarding Training slides and a Safeguarding Knowledge Check Quiz on Keeping Children safe in Education (KCSiE 2025).

# **6.Roles and Responsibilities of the DSL/DDSL**

The Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Leads have a DSL job description that is held on their Personnel file and is reviewed annually.

The DSLs are kept up to date through the following methods:

* Attending the JTMAT safeguarding network sessions and meeting other DSL’s including the JTMST Safeguarding lead
* Reading safeguarding updates through the NSPCC and CASPAR
* Utilising the Education Safeguarding Advice Service Professional’s helpline
* Attending regular training updates through the Staffordshire Safeguarding Children’s Partnership training, correspondence and website

During school holidays, the DSL’s put an out of office email response on their email outlining support available for any safeguarding concerns within Staffordshire e.g. Staffordshire Families Integrated Front Door (SFIFD). DSL/DDSL’s have a dedicated safeguarding email address that is shared with all parents and professionals. We use the website and newsletter to share information regarding how parents can access support and make referrals over the school holidays. DSL/DDSL are always on call during school trips and are contactable by phone whenever they are off the school premises.

DSL and DDSL supervision and case management is carried out at regular intervals. This is at least 3-weekly for case management (at least twice a half-term). The DSL/DDSLs have group supervision where they can support/challenge one another through an internal process of supervision.

The DSL engages with the local community to understand local risks. This is evident through links with the parish council, police, engagement with the local PCSO’s, locality and partnership meetings as appropriate. We fully understand the importance of being aware of and having a knowledge of community-based issues and contextual safeguarding. The DSLs, and all staff ensure that where possible we engage positively, supportively and with integrity with all stakeholders. Knowledge of the local area and positive effective working relationships with our families is key to this.

# **7.Local Governing Body**

We work effectively with our Governing Body at Fradley Park to ensure that they understand their roles and duties to assure themselves of safeguarding practices and procedures.

Our Chair of Governors is the Nominated Governor for Safeguarding for Fradley Park, and she visits school each term as a minimum to review safeguarding procedures, talk with the pupils and the Headteacher and meet school staff as part of her role. They also monitor the checks on the Single Central Record by the Headteacher and Office Manager. The Safeguarding Governor is also kept updated on any significant safeguarding issues that arise within school, through fortnightly check-ins and supports and challenges the Headteacher/DSLs effectively.

The Safeguarding Governor has accessed Safer Recruitment Training and has received Level 1 Child Protection training along with the rest of the Governing Body and school staff. Training records in school are kept up to date with this information.

All Governors are kept up to date through the ½ termly Headteacher report to governors and this information includes the numbers of safeguarding referrals, categories, and training.

These reports are communicated using the reporting tool on My Concern.

Governors receive an annual update on KCSiE and engage in ½ termly safeguarding scenarios, as part of the LGB meeting, to ensure that they are constantly updating and refreshing their safeguarding knowledge.

# **8.Working with Parents/Carers**

At Fradley Park, we update parents about safeguarding through newsletters, the school website, and the notices/posters around school.

We signpost support to parents and share the online safety ‘Wake Up Wednesday’ briefings.

We will also notify parents of any relevant reminders through emails as appropriate and relevant.

We have strong channels of communication with parents and carers and promote effective relationships with the community.  For example, teachers are on the door each evening, SLT are available daily in the morning and after school. We actively encourage our parents to talk to us if they have a concern or question.

**9.Specficic Safeguarding Risks Training**

Staff and Governors are kept up to date with regular safeguarding specific issues that may become prevalent over the year, either locally or nationally. These may be delivered though; staff/governors training sessions and meetings, cascading information shared at DSL networks and briefings or through wider reading and updates through CASPAR for example.

We keep a training log of all training updates attended. We keep a log of all refresher briefings/training sessions undertaken and details are shared and stored centrally for staff to access.

Please see Section 12 of the JTMAT safeguarding policy for the full list of specific areas that staff have knowledge of.

# **10.Site Security**

Site security is an important part of keeping our school safe. The following procedures are in place:

* Gates are kept closed during the school day; visitors gain access through the main entrance. This is monitored by the office staff. School doors are all locked with added security measures e.g. additional door locks.

* Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor’s pass. School has a clear system of ensuring visitors 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. All visitors are asked to read the safeguarding information on the sign in system.

* Regular volunteers e.g. Friends of Fradley Park are subject to DBS checks and Safeguarding Level 1/Prevent training.

* Parents, carers, and grandparents attending functions have access only through designated and supervised entrances. This is either through prior booked admission, tickets for visitors for appropriate school events, a paper sign in register for an event or by signing in via the main entrance.

* Children are only allowed home with adults with parental responsibility or confirmed permission through a password system.

* Empty classrooms have closed windows and doors.

* Children are never allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this and be signed out.

* At least two members of staff are on duty at break times and lunchtimes. We use walkie talkies at lunchtime to support communication.

* A Health and Safety audit is completed annually with risk assessment /safety planning. This 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.Safeguarding Induction Checklist**



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

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

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 (Chrissie Allen) or Deputy Designated Safeguarding Lead (Jess Pearson and Lorna Perkins).

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 serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and copies can be obtained from Liz Roberts or Tim Bonny-Meekings in the school Office. Please ensure you complete all sections as described.

If you are unable to locate the Designated Safeguarding Leads, 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 on 0300 111 8007.

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

**The people you should talk to in school are:**

**Designated Safeguarding Lead: Chrissie Allen**

**Location of office: At the end of the office corridor.**

**Contact Number: 01543 761035**

**Deputy Designated Safeguarding Lead: Jess Pearson**

**Location of office: Opposite reprographic room**

**Contact Number: 01543 761032 or through the school office**

**Deputy Designated Safeguarding Lead: Lorna Perkins**

**Location of office: Opposite reprographic**

**Contact Number: 01543 761032 or through the school office**

**Chair of Governing Body: Hannah Sinnett**

**Contact Number: contactable by the school office on 01543 761030**

**Safeguarding Induction Checklist**

**Name:                                                                              Date:**

|  |  |  |  |
| --- | --- | --- | --- |
|    | **Criteria**  | **Comments**  | **Signature**  |
| **DAY 1**  | Welcome  |    |    |
| Employment Checks Complete  |    |    |
| School Background information: Pupils, Ofsted, Community/Special  |    |    |
| School Structure, Governance arrangement  |    |    |
| Keeping Children Safe in   Education, Part 1 issued and  explained  |    |    |
| School Ethos explained  |    |    |
| Role & Responsibility: reporting structure, Safeguarding role in school  |    |    |
| Name of DSL, role described and contact details  |    |    |
| Role of the Governing Body- members  |    |    |
| Staff Conduct of Code Policy Behaviour Policy Children Missing from education process  |    |    |
| Confidentiality and breaches  |    |    |
| General Data Protection Act  |    |    |
| Health & Safety: Fire procedures and Fire officers (review date)  |    |    |
| **WEEK 1**  | Meet with Head teacher & DSL  |    |    |
| Meet DDSL and SENDCO  |    |    |
| Named Governors Safeguarding- Hannah Sinnett Chair- Hannah Sinnett  |    |    |
| Pastoral Support   |    |    |
| Alternatives to reporting in school in an emergency  |    |    |
| Signs and types of Abuse  |    |    |
| Where to find safeguarding policy  |    |    |
| What to do regarding disclosure – reporting systems  |    |    |
| **Policies to read:** Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2)  Online Safety Prevent Behaviour Other: Other:  |    |    |
| **WEEK 2**  | Training needs identified  |    |    |
| Training needs scheduled  |    |    |
| Any other issues  |    |    |
| Review date:  |    |    |

Date Induction carried out on:                                  By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified

# **12. Specific Safeguarding Risks**

# 12.1 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. We display Operation Encompass posters in our foyer and noticeboard at the entrance of the school playground to raise awareness with the community.

# 12.2 Mental Health and Wellbeing

At Fradley Park, we have one Mental Health First Aider who is trained through the Mental Health Association (MHA). Mrs Chrissie Allen is the Mental Health First Aider in school.

Miss Pearson has completed her DFE Senior Mental Health Leads and is the main Mental Health Lead at Fradley Park.

We take children’s mental health and wellbeing very seriously and take a co-ordinated and evidence-based approach to supporting children. We offer signposting for external mental health support services when required and with parents’ consent e.g. CAMHS, Action for Children.

We have several strategies that we implement to support children’s mental health and wellbeing. These include daily check ins in class (Zones of Regulation), a relational and restorative approach to behaviour management, access to SEMH sessions in school e.g. Play Mobile Therapy, ELSA, and a dedicated space in school for well-being and mental health (The Head Space).

# 12.3 Online Safety

We update our Online Safety Procedure each year. This is available via the school website. [Documents & Policies | Fradley Park Primary & Nursery School](https://fradleyparkschool.co.uk/documents/#policies)

It is shared with staff on an annual basis or where updates are made and ratified by Governors at the first meeting of the academic year, along with the other safeguarding policies and procedures.

The Online Safety Procedure includes the use of mobile and smart technology, which also reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children may harass, bully, and control others via their mobile and smart technology, share inappropriate images consensually and non-consensually (often via large chat groups). We encourage our school community to engage with us with any concerns they may have about their own or another child’s safety when online.

We have a mobile phone procedure that reflects the expectations around mobile phone usage. The JTMAT Safeguarding policy and this safeguarding procedure, also covers the following aspects:

1. Effective approach to online safety we have in our setting e.g. through Jigsaw PSHE lessons
2. A variety of iPads and laptops in school stored in locked cupboards
3. How we protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident.
4. Ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures
5. Links to other policies where online safety is considered i.e. Online Safety Policy/Staff Code of Conduct/Behaviour Procedure/Use of mobile and smart technology.
6. Curriculum planning/PSHE/RSHE and theme days
7. Engaging parents-information evenings/newsletter/social media
8. An annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks your children face.
9. We regularly review the effectiveness and appropriateness of our security protection procedures in place to safeguard our systems, staff, and learners to keep up with evolving cyber-crime technologies.
10. Our school monitors online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is done using specialist online monitoring software, which in this school is called ‘Securus’. Details of this monitoring system can be found in our Online Safety Procedure.

12.4 Radicalisation and Extremism

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 Chrissie Allen.

We complete a PREVENT risk assessment that is shared with staff and governors. This is based on the risk assessment provided by the DFE.

Annual refresher training on PREVENT is completed alongside our safeguarding refresher training each year. The Prevent training is completed by all staff on a two-year cycle. Records of this training is held in the training file.

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

We use [actearly.uk](https://actearly.uk/) to support individuals who we are concerned about. This is a helpful resource with advice and practical tips on how to start a conversation with someone we are worried about. We also call the national police Prevent advice line 0800 011 3764, in confidence, to share our concerns with specially trained officers. In an emergency, we would call 999. If we see online material promoting terrorism or extremism, we [report it online](https://www.gov.uk/report-terrorism).

# 12.5 Child on Child Abuse

At Fradley Park, we take child on child abuse very seriously. Through our policies, procedures, systems, and expectations in school we ensure that children feel safe and listened to.

Allegations of child-on child abuse will be recorded, investigated, and dealt swiftly in school.

All staff will support with incidents of child-on-child abuse. In school we use individual safety and behaviour plans and /or risk assessments to support children who may display concerning behaviours. We work closely with families and external agencies where these are used, and they are kept under regular review.

The voice of the child is always listened to and respected. We use a restorative practice approach to behaviour management across the school. Please see the relationships and behaviour procedure for more information.

The use of assemblies and PSHE lessons are also used to ensure that children understand the expectations in school. Our whole school values are also key in supporting our culture of safeguarding in school.

Working with parents is also crucial is ensuring that any issues are dealt with effectively and information is shared.

# 12.6 Children Missing from Education

Children, of a primary school age, who do not attend school face significant risks, including poor academic outcomes, delays in social and emotional development, and increased vulnerability to harm or exploitation. Regular attendance is crucial for a child's educational, social, and long-term economic well-being.

When a child is not in school, they can become "hidden" from the protective services and support systems that schools provide. This increases their vulnerability to abuse, neglect, and exploitation, such as child labour or involvement in gang activity.

Studies have shown a strong link between school absence and a greater likelihood of engaging in antisocial or delinquent behaviour and receiving criminal convictions later in life.

We monitor closely children who are persistent and severely absent (pupils who are enrolled in school but regularly fail to attend).

A pupil is classified as persistently absent if they miss 10% or more of their possible school sessions over the course of the academic year. This is equivalent to missing approximately 19 days of school or 38 sessions (a session is half a school day). This definition includes both authorised and unauthorised absences, such as those for illness and medical appointments.

Once a child reaches this threshold, schools monitor the attendance data, contact families to offer support, and may refer the case to the Local Authority for potential legal action if improvement is not seen.

A pupil is identified as severely absent if a pupil misses 50% or more of their possible school sessions. This includes all forms of absence, both authorised and unauthorised.

The high level of missed school indicates that these children may face significant challenges and are identified as needing extra help and support. Local authorities and schools work together to identify and create action plans for these pupils to address the underlying issues contributing to their absence.

We update our Attendance Procedure each year. This is available via the school website. [Documents & Policies | Fradley Park Primary & Nursery School](https://fradleyparkschool.co.uk/documents/#policies) and our work and approach to attendance is guided by the Department for Education (DfE) [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) document.

# 12.7 Child Sexual and Criminal Exploitation

More information on how our school is supported to manage child sexual and criminal exportation can be found here:

[Child Exploitation - Staffordshire Safeguarding Children Partnership](https://www.staffsscp.org.uk/working-together-to-safeguard-children/child-exploitation/)

We are guided in our safeguarding work by Staffordshire’s Contextual Safeguarding Strategy.

[CONTEXTUAL-SAFEGUARDING-STRATEGY-2024\_compressed-1.pdf](https://www.staffsscp.org.uk/wp-content/uploads/2020/07/CONTEXTUAL-SAFEGUARDING-STRATEGY-2024_compressed-1.pdf)

As a school, we use the NSPCC to support our work in this area of safeguarding

[Types of Child Abuse & How to Prevent Them | NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/)

# **13.Opportunities to Teach Safeguarding**

We teach safeguarding mainly through our PSHE curriculum using the ‘Jigsaw’ programme. This approach to keeping children safe is based on empowering them with knowledge, building personal skills like self-esteem and assertiveness, teaching the concept of consent, and fostering a supportive, whole-school environment built on positive relationships.

Our curriculum is designed to give children age-appropriate information on topics such as relationships, mental health, and physical changes like puberty. Our core belief is that knowledge, not ignorance, helps protect children and makes them less vulnerable to harm.

Jigsaw aims to equip young people with a foundation of personal skills that supports their safety, including:

* + Self-esteem and self-respect: Developing a positive relationship with oneself.
	+ Assertiveness: Giving children the confidence and ability to express their opinions and set boundaries.

The concept that "their bodies belong to them" and they have the right to consent is a fundamental part of the program. Sensitive subjects are addressed in an age-appropriate way to ensure children understand consent in all aspects of their lives.

The program teaches children how to understand the difference between healthy, respectful relationships and abusive ones. It covers family, friendships, online relationships, and peer-on-peer abuse such as bullying and harassment.

Jigsaw helps our school to promote a trusting and respectful environment. This includes setting ground rules (the "Jigsaw Charter") in every lesson.

The Jigsaw PSHE program meets the statutory Relationships and Health Education requirements in England. It is informed by government guidance, such as "Keeping Children Safe in Education".

The Jigsaw programme allows teaching teams to tailor the PSHE curriculum to the specific needs and vulnerabilities of individual children and whole class need.

This preventative approach is most effective in preparing pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

# **14.Responsibilities of all Staff**

Safeguarding is everyone’s responsibility, and all school staff are expected to:

* Recognise signs of abuse, neglect, exploitation, and mental health concerns.
* Respond appropriately to disclosures from children.
* Share their concerns and worries no matter how small.
* Report concerns to the **Designated Safeguarding Lead (DSL)** or to the **Deputy Designated Safeguarding Leads.**
* Maintain accurate records of concerns and actions taken