VISION
MULTI ACADEMY TRUST

Safeguarding Policy
July 2026
(Secondary Setting)

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Content

1. **Policy statement**
2. **Policy scope**
3. **Policy aims**
4. **Context and Legal Framework**
5. **Child's Voice**
6. **What is abuse?**
    - What is abuse and neglect?
    - Physical abuse
    - Emotional abuse
    - Sexual abuse
    - Neglect
7. **Contextual safeguarding issues**
    - Adverse Childhood Experiences (ACEs)
    - Bullying
    - Child on Child Abuse
    - Nudes and Semi-Nude Images & Videos
    - Harmful Sexual Behaviour
    - Sexual Violence and Sexual Harassment
    - Child Sexual Exploitation (CSE)
    - Serious Violence
    - Child Criminal Exploitation (CCE) (including county lines)
    - Mental Health
    - So-Called "Honour Based" Abuse
    - Female Genital Mutilation (FGM)
    - Faith Abuse
    - Forced Marriage
    - Modern Slavery
    - Fabricating Illness
8. **Particularly Vulnerable Children**
    - Pupils with Special Educational Needs and Disabilities (SEND)
    - Children subject to Child Protection Plans
    - Domestic Abuse
    - Children with family members in prison
    - Children and the court system
    - Homelessness
9. **Prevent (Radicalisation of vulnerable people)**
10. **Hate Crime**
11. **LGBTQ+**
12. **Online Safety and monitoring & filtering systems**
13. **Support for pupils**
14. **Procedures in the event of disclosure from a child**
15. **General welfare concerns**
16. **Domestic Abuse and Operation Encompass**
17. **Sharing information – confidentiality and data protection**
18. **Toilets, changing rooms and showers**
19. **Children missing in education**
20. **Electively Home Educated - EHE**
21. **Private fostering**
22. **Work Experience**
23. **Visitor identity checks and ID badges**
24. **Safe recruitment and induction of staff members and volunteers**
25. **Managing allegations made against staff members and volunteers**
26. **Training**
27. **Whistleblowing**

28. **Remote Education**
29. **Alternative Provision**
30. **Benedict's Law**
31. **Safeguarding contacts**
32. **Advice and helplines**

Appendix 1 – Information and code of conduct for volunteers
Appendix 2 – Common sites and questionable sites for bruises
Appendix 3 – Job description for the Designated Safeguarding Lead
Appendix 4 – Safeguarding and child protection annual checklist for staff
Appendix 5 – Visitor / volunteer / work experience form

1. Policy statement

Parrenthorn High school fully recognises its responsibilities for safeguarding children and is committed to promoting the physical, emotional, mental and moral safety, and welfare of each pupil in our care. We expect all staff and volunteers to share this commitment. We acknowledge our duty as a safeguarding agency and seek to form positive relationships with partner agencies and the Local Safeguarding Children's Board.

This policy is available to all staff, parents and pupils, and printed copies are available upon request from the school office. Safe recruitment procedures operate as outlined in section 19 and the Headteacher, Deputy Headteachers and Assistant Headteachers (including the DSL and Deputy DSLs) are trained in 'Safer Recruitment'.

2. Policy scope

Our policy applies to all staff, governors and volunteers working in the school. This policy is a stand–alone document, but should be read together with the following school policies:

- Anti-Bullying
- Behaviour
- PSHE and RSE
- E-Safety
- Nudes and Semi-Nude Images / Videos
- Alternative Provision
- Bereavement
- Substance Abuse and Drugs
- Self-Harm
- Equality and Diversity Incident
- Complaints
- Educational visits
- CLA
- Special Educational needs and Disabilities (SEND)
- Whistleblowing

3. Policy Aims

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should always consider what is in the best interests of the child.
- Provide clear guidance about procedures to follow when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils in accordance with the agreed child protection plans.
- Establish a safe environment in which children can learn and develop.
- Ensure delivery of quality safeguarding training to all permanent staff and to keep this updated.
- Ensure that the school has clear procedures in place to reduce the risk of a child going missing in education.
- Emphasise the importance of having procedures for listening to children to ensure family help and intervention. This may include inter-agency working in order to support children and

families, making use of appropriate framework such as a Story So Far (SSF) and Team Around Family (TAF), as well as also using the school's own pastoral systems where required.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Raise awareness of contextual safeguarding issues, such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Peer Abuse and So-Called "Honour-Based" Abuse.
- Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Safeguard young people from radicalisation and make it a high priority. As such, all staff have received in-service training and have been issued with guidelines for the referral process and undertaken the 'Channel' training.

We will follow the procedures set out by the Local Safeguarding Children's Board (LSCB) and take account of guidance issued by the DFE to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

Name and designation of DSL – **Miss J Hollstein**, Assistant Headteacher
Name and designation of Deputy DSL – **Miss H Nicholls** Assistant Headteacher
Name and designation of Deputy DSL – **Ms S Bodkin** Personal Development Lead

- Ensure we have a nominated governor responsible for child protection

Safeguarding Governor – **Melanie Pitt**

- Ensure every member of staff (including temporary staff, supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff, supply teacher or volunteer.
- Ensure safe recruitment practices are always followed.

4. Context and Legal Framework

Parrenthorn High School's safeguarding policy and procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998. Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2026' and 'Keeping Children Safe in Education September 2026' and the Children's Wellbeing and Schools Act 2026. Our policy ensures that we comply with our statutory duties.

This policy follows local and national guidance produced by the Bury Integrated Safeguarding Partnership (BISP). Local procedures can be obtained from BISP:

https://burysafeguardingpartnership.bury.gov.uk/

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended).
- Sexual Offences Act 2003.
- The General Data Protection Regulation (GDPR).
- Data Protection Act 2018.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Voyeurism (Offences) Act 2019 Statutory guidance.
- HM Government (2023) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'.
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'.
- DfE (2015) 'The Prevent duty Guidance England and Wales' (updated 2023).
- DfE (2018) 'Disqualification under the Childcare Act 2006' .
- **Education Act 2002:** Section 175 of the Education Act 2002 requires Local Education Authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **The Children's Wellbeing and Schools Act 2026** is UK legislation aimed at improving child welfare, safeguarding, and education standards across schools and care services.
- **Working Together to Safeguard Children 2026**: Sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non-provision academies. This is statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education (KCSiE 2026):** Statutory guidance for schools and colleges was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply.
- **Working Together to Improve School Attendance 2026:** This guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance and that this statutory document applies to all agencies.

- **Guidance for Safer Working Practice 2022:** Guidance to support with Safer Recruitment.

5. Child's Voice

Children are encouraged to contribute to the development of policies and share their views. The school council have been involved in the creation of the school's anti-bullying policy and a child friendly complaints procedure policy.

At Parrenthorn High School we are committed to 'creating a culture of listening' (KCSiE 2026). All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.

Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Each term we complete pupil voice surveys, including pastoral surveys and PSHE surveys.

6. What is abuse?

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused.** However, it is your responsibility to pass on concerns you may have.

Working Together to Safeguard Children 2023 defines abuse and neglect and gives four clear categories of abuse as:

What is abuse and neglect?
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical Abuse
Physical abuse is a form of abuse which 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.

<u>Examples of warning signs</u>

- Unexplained or unconvincing explanation of recent injuries
- Bruises that have a distinct shape or pattern, like handprints, grasp or finger marks
- Lingering illnesses
- Unusual aggressive or passive behaviour

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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 of a child, though it may occur alone.

Examples of warning signs

- A child who is constantly blamed for things that go wrong
- A child who is made to carry out tasks inappropriate to their age
- A child in a household where there are arguments and violence

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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or 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.

Examples of warning signs

- A child who displays sexual knowledge or behaviour inappropriate for their age
- Injuries or unusual appearance to private areas of the body
- A child who is being encouraged into a secretive relationship with an adult
- A child who hints at sexual activity through words, play or drawings

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 of 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 care- givers) or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples of warning signs

- A child with illnesses that have not been treated
- A child who is constantly hungry or tired
- A child who lacks needed medical care

7. Contextual Safeguarding Issues

All staff should have an awareness of specific safeguarding issues. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

Adverse Childhood Experiences (ACES)

ACES are a wide range of stressful or traumatic experiences that occur when a child is growing up. They include events that affect a child directly (such as abuse) or indirectly (such as living with domestic abuse or a parent with mental health problems.) ACES can be single events, long term or repeated experiences. ACES are very common – about half of all people will have experienced one ACE and about one in ten will have experienced four or more ACES. Research shows the more ACES that occur (in childhood) the higher the chances of adults having poor mental health and physical health conditions such as liver disease and cancer. Having more ACES also increases the likelihood of engaging in health harming behaviours such as smoking, using drugs, criminal behaviour, early sexual activity.

Many people do not develop problems despite having ACEs. Things that improve the chances of staying well despite experiencing ACES include relationships with trusted adults and physical activity in childhood.

Bullying

In certain circumstances, bullying can be considered a child protection issue. Detailed guidance for dealing with bullying and how the school promotes an anti-bullying environment is published in the school's anti-bullying policy and in student planners which outline pupils' roles as part of the Parrenthorn Partnership. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering (or likely to suffer) significant harm. Heads of Year manage bullying incidents alongside the pastoral manager and report incidents to the Local Authority. Such bullying incidents are also discussed with the DSL.

Child on Child Abuse

Staff should recognise that children are capable of abusing their peers. All staff have a responsibility to challenge behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Abuse should never be passed off as "banter" or "part of growing up". Dismissing or tolerating such behaviour risks normalising the behaviour.

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- physical may include an online element that facilitates, threatens and/or encourages physical abuse;
- sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- up-skirting;
- abuse in intimate personal relationships between peers;
- nudes and semi-nude images and videos; and
- initiation/hazing type violence and rituals.

The school seeks to minimise the risk of peer on peer abuse through the teaching of safeguarding issues through the school's PSHE programme and assemblies. Clear expectations regarding acceptable pupil behaviour are reinforced in the pupil planners and by form tutors.

Further information on how the school deals with incidents between pupils can be found in the school's Behaviour Policy and Anti-bullying Policy. Victims of peer on peer abuse will be supported by appropriate pastoral staff and, if appropriate, will be offered counselling with the school counsellor in addition to any support offered by external agencies. In any case the school will consider what support is most appropriate and seek advice where required. Support may also be offered through peer supporters and prefects as well as offering restorative justice.

If a member of staff has reasonable cause to suspect that a pupil is being abused by another pupil or that they are suffering, or likely to suffer significant harm, they should immediately discuss their concerns with the DSL or the DDSL who will then ensure a coordinated approach and refer any abuse to the relevant agencies. This includes the electronic circulation of inappropriate images of pupils e.g. images shared via a mobile phone, handheld device or social website – see the Nudes and Semi-Nudes Policy for more information.

Details of acceptable use of ICT and measures taken to promote E-Safety can be found in the school's E-Safety Policy.

Nudes and Semi-Nude Images and Videos

Staff should be aware that incidents of nudes and semi-nude images and videos being sent or received are becoming increasingly common and that when a child sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition, there is increasing evidence that such activity may result in depression, self-harm and, in extreme cases, suicide. All such incidents will always be treated as a safeguarding concern and should be referred to the DSL. For further information, see the Nude and Semi-Nude Images and Videos Policy.

Harmful Sexual Behaviour

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

Sexual behaviour between young people, where one of the children is much older can be considered harmful (especially if there is more than two years difference, and if one is pre-pubescent and one is not) and where a child may have SEND. However, a younger child can still harm an older child. HSB is characterised by a range of behaviours that can include:

- Sexual name-calling
- Sexual harassment
- Online sexual bullying
- Sharing of nudes and semi-nude images and videos
- Sexual assault
- Rape

HSB may also include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults
- Sexual interest in adults or children of very different ages to their own
- Forceful or aggressive sexual behaviour
- Compulsive habits

- Sexual behaviour affecting progress and achievement
- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats

When we have a report of HSB we follow the AIM guidelines. This is an evidence-based approach. We will:

- Take a co-ordinated response with the DSL/DDSL meeting with the Pastoral Deputy Headteacher (Mr J Rogers)
- Refer to Hackett's Continuum of Behaviour
- Complete an AIM checklist that will determine the level of action required (this will include referrals to GMP and/or MASH where HSB is identified as abusive or violent)
- Where necessary complete a Risk Assessment Management Plan

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Parrenthorn High School takes a zero tolerance approach to sexual violence and sexual harassment. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that come groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
- Dismissing or tolerating such behaviours risks normalizing them

Sexual violence offences refer to the Sexual Offences Act 2003:

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

Any incidents of sexual violence must be reported immediately to the DSL or DDSL who will ensure a coordinated approach and refer the abuse to the relevant agencies. Referrals to either GMP (where a potential crime has been committed) and/or MASH should be considered in conjunction with the child protection procedures.

When referring to **sexual harassment** we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

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

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

  - non-consensual sharing of nudes and semi-nude images and videos
  - sexualized online bullying

It is essential that all victims are reassured that they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL or DDSL.

All staff should:

- Have a zero-tolerance approach to sexual violence and sexual harassment
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report
- Be aware that children might not tell staff about their abuse and that staff may overhear a conversation or to look out for changes in behaviour
- Report incidents of sexual harassment to the DSL or DDSL

Child Sexual Exploitation (CSE)

Staff should be aware of signs of pupils being vulnerable to CSE. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for gifts, to serious organised crime by gangs or groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Signs that a child might be at risk may include:

- going missing for periods of time or regularly coming home late
- regularly missing school
- appearing with unexplained gifts or new possessions
- having older boyfriends or girlfriends
- suffering from sexual transmitted infections
- mood swings or changes in emotional well-being
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; it may also include initiation/hazing. They can occur online and offline (both physical and verbal) and are never acceptable. It is important in our setting that **all** victims are taken seriously and offered appropriate support in a non-judgemental way and on a case-by-case basis. Staff should also be aware that children often do not recognise that they are victims of CSE. Any concerns should be passed onto the DSL or DDSL.

Serious Violence

All staff must be aware of the risk factors to look out for which may increase the likelihood of involvement in serious violence.

Through training, all staff will be made aware of the indicators, which may signal a pupil is at risk from, or involved with, serious violent crime. These indicators include, but are not limited to, the following:

- An increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- Sign of assault
- A significant change in wellbeing
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime.

These risk factors include, but are not limited to, the following:

- A history of committing offence
- Substance abuse
- Anti-social behaviour
- Permanently excluded from school
- Experienced child maltreatment
- Involved in offending such as theft or robbery
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL or the DDSL.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people

Some of the factors that heighten a person's vulnerability to CCE include:

- having prior experience of neglect, physical and/or sexual abuse e.g. CP/CIN students
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status e.g. LAC/privately fostered students
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

- being excluded from mainstream education

Some potential indicators of county lines involvement and exploitation are listed below:

- unexplained gifts or new possessions
- associating with other young people involved in exploitation
- changes in emotional well-being
- misusing drugs and alcohol
- being missing for periods of time or regularly coming home late
- Regularly missing school or not taking part in education

Any concerns should be reported to the DSL or the DDSL.

Mental Health

At Parrenthorn High School, all staff are aware that mental health/emotional wellbeing issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. 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 condition or are at risk of developing one.

We understand that the role of all staff is not to diagnose mental health problems, but that staff can help to fulfil four key roles:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
- making sure early targeted support is provided
- liaising with and referring to specialist services where needed

Additionally:

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy DSL.
- The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

At Parrenthorn High School, we understand that we have an important role to play in supporting the mental health and emotional wellbeing of our pupils. At Parrenthorn High School, we are engaged with the MHST Programme and additionally have Place2Be provision in place for supporting our pupils.

So-Called "Honour Based" Abuse (HBA)

So-called "honour-based" abuse (HBA) encompasses crimes that 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**. Breast ironing is "the process during which young pubescent girls' breasts are ironed massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of breasts

entirely").

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of so-called HBA or already having suffered so-called HBA.

Female Genital Mutilation

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are more likely to come from a community that is known to practice FGM. From October 2015, it is a statutory duty on teachers to report cases of FGM in under 18s to the police. Indicators that a girl is at risk include:

- A girl who has relatives who have been subjected to FGM
- Parents wishing for a student to be withdrawn from PSHE
- A visit from a female family elder from a country where the practice is prevalent
- A girl discussing the practice, referring to a special procedure or talking about attending a special occasion to 'become a woman'
- A child being taken out of the country by a parent or relative for a prolonged period where the practice is prevalent.

Indications that a pupil has already been subjected to FGM might include:

- Difficulty walking or standing
- Spending long periods of time in the toilet
- Bladder or menstrual difficulties
- Prolonged absence from school with changed behaviour on return

Staff members who have any concerns should refer to the DSL.

Faith Abuse

Faith Abuse is a form of abuse linked to faith or belief. This may include, but may not be limited to:

- belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray
- the use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune. Any concerns must be reported immediately to the DSL or DDSL.

Forced Marriage

A forced marriage is a crime in England. It is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. Any concerns should be referred to the DSL.

Modern Slavery

Modern slavery encompasses exploitation, including sexual exploitation, criminal exploitation, human trafficking, slavery, servitude and forced or compulsory labour. The National Referral Mechanism

(NRM) is the UK framework for identifying and supporting potential victims of exploitation and modern slavery. KCSIE 2026 makes clear that exploitation and modern slavery are forms of child abuse and that relevant child protection procedures must be followed where modern slavery or trafficking is suspected.

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery and understand that children may be at risk of harm inside or outside of school, at home or elsewhere, and online. Staff should remain professionally curious and report any concerns to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding and child protection procedures.

Where there are concerns that a child may be a victim of modern slavery, trafficking, child criminal exploitation (CCE) or child sexual exploitation (CSE), the DSL should consider the need for both a child protection referral and, where appropriate, a referral through the National Referral Mechanism (NRM). KCSIE 2026 specifically states that a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

All staff must report concerns or information indicating that a child or their family may be experiencing modern slavery, trafficking or exploitation to the DSL without delay. Staff should not attempt to investigate the concern themselves.

All staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery.

Fabricated Illness

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm.

Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons;
- regular absences to keep a doctor's or a hospital appointment; or repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers have not themselves noticed e.g. headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

8. Particularly Vulnerable Children:

Staff and volunteers need to be particularly vigilant with regard to certain children:

***Pupils with Special Educational Needs and Disabilities* (SEND)**

Children with SEND can face additional safeguarding challenges. Staff should understand and be mindful of additional barriers that can exist in recognising abuse and neglect in this group of children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

Children Subject to a Child Protection Plan

Any incidents or concerns involving these children must be reported immediately to the allocated

Social Worker.

Children who are looked after (CLA)

Any incidents or concerns must be brought to the notice of the DSL who is also the designated teacher for CLA.

Domestic Abuse

Any pastoral concerns regarding children who are living in a household where violence and/or abuse is an issue must be referred to the DSL. In addition, extra support and protection may be required for children who are vulnerable by virtue of:

- disability
- mental health issues
- homelessness
- asylum seeker status,
- alcoholism or substance abuse within the family
- young carers

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Children with family members in Prison may be classed as vulnerable.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict within families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are required to give evidence in criminal courts will be offered enhanced pastoral support. This may include a designated key worker or a referral to the school's counselling service (Place2Be), where appropriate.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

• Household debt
• Rent arrears
• Domestic abuse
• Anti-social behaviour
• Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being

harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to MASH will be made as necessary where concerns are raised.

However, it should also be recognised in some cases children/young people could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL/DDSL should ensure appropriate referrals are made based on the child's circumstances.

9. Prevent (Radicalisation of vulnerable people)

The Counter-Terrorism and Security Act 2015 places a duty on school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). Prevent is one of the four key principles of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism and operates in the pre-criminal space before any criminal activity has taken place.

Radicalisation refers to the process by which people come to support, and in some cases to participate in terrorism.

Violent Extremism as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Foster hatred which might lead to inter-community violence in the UK

Report any concerns to the DSL who can contact the MASH for discussion and referral. If you believe a child or young person is at immediate risk contact the police on 999.

The Counter Terrorism North West Officer for Bury is Caelan Lord caelan.lord1@gmp.police.uk 07469129538.

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline on **020 7340 7264**. It is open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email counter.extremism@education.gsi.gov.uk

10. Hate Crime

Hate crime is defined as any incident, whether a crime or not, that is motivated by hostility or prejudice towards an individual due to their Race, Religion, Sexual Orientation, Gender Identity, or Disability which are protected characteristics.

- **Race** refers to a person's ethnicity, nationality, country of origin, skin colour, etc.
- **Religion** refers to a person's religion or faith, even if they have no religion.
- **Sexual Orientation** refers to a person's sexuality - whether they are heterosexual, homosexual, bisexual, asexual, etc.
- **Gender Identity** refers to an individual who is transgender or perceived to be transgender.
- **Disability** refers to any person with a physical impairment, life-limiting illness, sensory disability, mental ill health, learning disability, visual difference, or diagnosis on the autistic spectrum.

It does not matter if the person targeted actually has the characteristic that the prejudice is directed toward, only that they are perceived to have that characteristic or belong to that particular community.

Despite the term 'hate crime', the definition covers both criminal and non-criminal incidents; it is irrelevant whether the behaviour comprises a criminal offence. As such, 'hate crime' covers a range of behaviours from discrimination, exclusion, verbal abuse, physical assault, bullying, cyber-bullying, inciting hatred, etc.

There are many ways this might manifest in the school environment. In some cases educating the perpetrator about their use of language and its impact could be preferable to other disciplinary measures, but all cases must be reported to the DSL to ensure an appropriate response is put in place.

This response may involve action and support from outside agencies, and there are many different statutory services and voluntary groups that provide specialist support for relating to the protected characteristics. For further information, refer to the Equality and Diversity Incident Policy.

11. LGBTQ+

Children who are questioning their gender: At Parrenthorn High School we understand that there may be circumstances where a child or their parent has raised a request to the school/college relating to social transition. We take time to understand the thoughts and feelings of children who are questioning their gender and be professionally curious about the child's experiences, including potential vulnerabilities. We also consider adopting policies that maintain flexibility and avoid rigid rules based on gender stereotypes.

Considering requests for support with social transition:

- Members of staff should not adopt any changes relating to social transition unless a decision has been made by the school following involvement from the child's parents or carers.
- We ensure that the decision-making process around requests for support with social transition is documented and records are kept.

12. Online Safety and monitoring & filtering systems

E-safety education is delivered through Computer Studies lessons at Key Stage 3 as well as through PSHE, form time and assemblies. Cyber-bullying by pupils via text/email/social media is treated seriously and managed through our anti- bullying policy.

Appropriate monitoring and filtering systems are in place to safeguard children from potentially harmful and inappropriate online material. Reports are analysed to identify any pupil at risk. We carry out robust checks for monitoring and filtering at least annually.

- **Miss J Hollstein (DSL**) is responsible for monitoring the way in which online monitoring and filtering is implemented within school. This includes overseeing and acting on filtering and monitoring reports, safeguarding concerns and checks to filtering and monitoring systems.

- **Melanie Pitt (Safeguarding Governor)** is responsible for reviewing the filtering and monitoring standards and discussing with with I.T staff what more needs to be done to support the school in meeting the Department for Education published filtering and monitoring standards.

- **Muhammad Imran (I.T technician)** has technical responsibility for maintaining filtering and monitoring systems, providing filtering and monitoring reports and completing actions following concerns or checks to systems. This includes running and recording weekly testing of the filtering and monitoring provision by using www.testfiltering.com.

An annual review of the school's filtering and monitoring is completed by the DSL, safeguarding governor and I.T technician using www.360safe.org.uk.

Further details are found in our E-Safety Policy.

We recognize the impact of the Online world through the use of children's phones and therefore following Children's and Wellbeing Act 2026 and KCSiE 2026 and other guidance we have adopted a phone-free environment; we have adopted a Mobile Phone policy which outlines our relevant policies and procedures for a mobile free environment.

13. Support for pupils

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social services, Healthy Young Minds, education welfare service and educational psychology service

There are three main elements to safeguarding children at Parrenthorn:

A. **Prevention** – this includes a positive school atmosphere and ethos where staff refer any concern at an early stage, where safeguarding is a high priority and staff are vigilant. Support for pupils is provided through an effective pastoral system and delivered through PSHE, subject curriculum, assemblies and form time information and discussion.

B. **Listening to pupils** – having effective systems in place and people to whom pupils can speak with about problems. Pupils are encouraged to speak to any adult particularly their form tutor as a first point of contact. Peer mentors are also trained in safeguarding and what to do in the event of a disclosure and any pupil can self-refer to the school counsellor. Pupil voice is also gathered at parents evening and in subject area questionnaires. We also listen to pupils through School Council, PSHE and form time. The school regularly informs pupils about safeguarding through the curriculum, Form Time, PSHE and assemblies. Relevant websites and sources of information are available via the school website and regular updates are communicated through school's social media such as twitter.

C. **Protection and support** – staff are trained and follow school procedures when a child is in immediate danger and has robust recruitment procedures. Support to pupils and staff including those who are survivors of abuse, this includes working with other agencies and taking action when things fail to improve.

14. Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

RESPOND: Stay calm even if what you're hearing is difficult.
Respond with minimal encouragers and open body language.

LISTEN: Do not ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause 'contamination of evidence' for any subsequent investigation and court proceedings.

REASSURE: Reassure the child that they have done the right thing in telling you.

BOUNDARIES: Do not promise to keep secrets. Find an appropriate early opportunity to explain that it the matter will only be disclosed to those who need to know about it.

CLARIFY: What you will do next and with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this. **NB:** If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised **not** to discuss with parents/carers but refer immediately to the DSL who will refer to Children's Social Care.

These procedures must be followed whenever an allegation is made that a child has been abused. Safeguarding concerns and disclosures must be recorded on CPOMS where the DSL will automatically be alerted to the incident. A record must also be made where there is a cause for suspicion of abuse towards a child and discussed with the DSL.

If you are still concerned after speaking to the parents/carers, or if you are not sure what to do, contact the Multi-Agency Safeguarding Hub (MASH) Team. This is the role of the Designated Safeguarding Lead.

In most situations, it is important that parents/carers are made aware of any MASH referrals and give their permission to share information with the MASH Team.

Where the DSL is not available, concerns should be reported to the Deputy DSL (Miss H Nicholls and Ms S Bodkin). The Police can also be contacted where needed:

A telephone call to the MASH team must be followed up within 48 hours with a referral form detailing the main points of the conversation. This is the responsibility of the Designated Safeguarding Lead.

The MASH team are responsible for the course of action. The decision should be made within one working day and you should be advised of the decision.

Keeping a good record

When a child protection concern arises, it is essential you record what is said or seen and what action was taken as soon as possible. Without this, information may be forgotten or vital details may be missing. An ac curate record should be made using **CPOMS**. The following information should be recorded:

- Date and time of incident or disclosure
- Location
- Relevant parties involved, names and their relationship to child
- Description of abuse or injuries observed
- Use the child's own words where possible.
- What was said or done and by whom.

- Ensure that the record is signed and dated.

This information will always be kept up to date and secure, only available to those people that need to know.

15. General Welfare Concerns

A general welfare concern can be defined as being where a pupil is failing to achieve one or more of the outcomes for children as outlined by the Every Child Matters agenda and where child protection is unlikely to be an immediate issue. It includes where a child maybe failing to achieve at school owing to an unmet learning need.

Staff must be prepared to report concerns no matter how small these concerns may appear because providing family help is more effective in promoting the welfare of children than reacting later. All welfare referrals should be passed on to the Head of Year in the first instance.

Such a welfare concern may result in a Story So Far and staff should be aware that children may be at increased need of family help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.

Additionally, a child may be in need of family help, if they:

- are frequently missing or goes missing from education, home or care
- have experienced suspensions or are at risk of being permanently excluded from school
- have a parent or carer in custody or is affected by parental offending

The school adopts a **WARM** approach when dealing with each welfare referral:

- **W**elfare concern raised directly to HOY
- **A**ssessment by HOY
- **R**esponse (No action; continued monitoring; referral to SENCo; Story So Far; referral to MASH, parental meeting)
- **M**onitoring until it is deemed that there is no longer a concern.

Usually welfare issues are resolved quickly and sensitively through discussion with the pupil and/or parent.

Procedure for HOY/DSL:

- **Level 1** represents children with no identified additional needs. Their needs are met through universal services.
- **Level 2** represents children with additional needs that can be met by targeted support by a single agency or practitioner.
- **Level 3** represents children with additional needs that can be met by targeted support by a multi-agency support package (Story So Far (SSF), Team Around the Family (TAF), Family Help).
- **Level 4** represents children with significant needs that persist and have not been met by targeted support (Child in Need, CIN)
- **Level 5** represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social

Care.

Children may enter any level at any age or stage of development, and may move between levels as their circumstances and needs change.

In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the school will normally aim to contact the parents/guardians at an early stage in an attempt to work together to address the concern.

Where a welfare issue remains unresolved, or where it is clear that there are additional unmet needs or that a multi-agency approach will be required, the school will consider working with the family using a Story So Far. This may result in a Team Around the Family Meeting (TAF) at a later stage involving professionals from additional agencies. The use of an SSF will require consent and cooperation from parents and the pupil and a member of staff acting as the lead professional.

Where consent is not obtained to a SSF being carried out the school will continue to monitor and support the pupil and family.

Consent to share information should be gained from a parent or a Gillick competent child unless:

- There is evidence that a child is suffering or likely to suffer significant harm.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- There is a need to share information to prevent significant harm from arising to a child.

If at levels 1–3 a parent does not give consent this may, in itself and depending on circumstances, demonstrate that a referral to Children's Social Care is required. Where on balance, the assessment is that the situation is not improving despite the use of a SSF or failing TAF, then a referral via interagency may be deemed necessary which should be made through the MASH team. Consent of the parents is required for referral to the Early Help. If consent is withheld then the school will refer to MASH as a Child in Need with a view to a section 17 assessment being conducted by Social Care.

16. Domestic Abuse and Operation Encompass

Domestic Abuse can include any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those ages 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

All children can witness and be adversely effected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently if other people are around. Children and young people might also feel frightened or confused, keeping the abuse to themselves. Signs of domestic abuse can include:

- Aggression/bullying

- Anti-social behaviour
- Anxiety, suicidal thoughts, depression
- Bed wetting, nightmares or insomnia
- Constant or regular sickness, such as colds, headaches, mouth ulcers
- Drug or alcohol misuse
- Eating disorders
- Problems in school, difficulty concentrating and/or learning
- Tantrums
- Withdrawal

If you have any concerns regarding domestic abuse or if a child discloses domestic abuse, this must be reported to the DSL or DDSL.

Parrenthorn High School supports Operation Encompass, a police led initiative which has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school and may have an impact on a child attending school the following day. All schools in the Bury local authority are supporting Operation Encompass which is now being adopted by many police forces and schools around the UK. Our key adults at Parrenthorn High School are Miss J Hollstein (Assistant Head Teacher and DSL) and Miss H Nicholls and Ms S Bodkin (DDSL). Please be aware that any information shared with school will be dealt with confidentially and sensitively and with the best interests of the child or young person in mind. For more information, please visit www.operationcompass.org.

17. Sharing Information – Confidentiality and Data Protection

The General Data Protection Regulations 2018 and human rights laws are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated at all times to service users. Staff must only discuss their concerns with their line manager or the Designated Safeguarding Lead. It is their decision to pass on their concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records should be kept secure and accessible only by relevant staff.

18. Toilets, changing rooms and showers

If it is thought that a pupil might be at harm (for example, in an emergency or a behavioural issue) then members of staff are able to check and/or enter the toilet cubicles. Before doing so, a verbal warning will be given that somebody is about to enter and, if possible, another member of staff should also be there. Where possible, male and female staff should keep out of opposite sex toilets unless their job entails going in (e.g. Site Team). The Site Team will only enter the opposite sex toilets when they are empty.

- We would not allow children into toilets designated for the opposite biological sex. This would include where we are responding to requests to support social transition for children who are

questioning their gender.
- We provide separate toilets for boys and girls.
- If a gender-questioning child does not want to use the toilet designated for their biological sex, we will consider whether they can provide an alternative toilet facility, without compromising single-sex toilet provision.
- We would keep a clear record of these situations, communicate them appropriately and review them regularly.

Changing rooms and showers:

- We would not allow a child to undress in front of a child of the opposite biological sex.
- We provide suitable changing accommodation and showers for pupils, considering age, numbers, sex and any special requirements they may have.
- When responding to a request to support social transition, we would not allow a child to access changing rooms designated for the opposite sex.
- If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, we would consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be achieved by using a separate fully enclosed room or by using existing facilities at separate times. We would keep a clear record of these situations, communicate with them appropriately and review them regularly.

19. Child Missing in Education

The Education (Pupil Registration) (England) (Amendment) Regulations 2016 came into force on 1st September 2016 and serves to strengthen the existing regulations so that schools work jointly with the LA to investigate and obtain the information we need to ensure that all children of compulsory school age are safe and receiving suitable education. We have updated our CME processes accordingly, which are as follows:

- Provide information to the LA within 5 days of registering a new pupil at a non-standard transition point.
- Inform the LA when deleting a pupil's name from the admission register for any reason; including providing the LA with details of:

i. The full name of the pupil
ii. The child's new residence
iii. The full name of the person with whom they will reside
iv. The date from which they will reside there
v. At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency (where it is reasonably practicable to obtain this information)
vi. The name of the new destination school receiving the pupil – including the first date on which the pupil is due to attend (where it is reasonably practicable to obtain the information); and
vii. The specific grounds under regulation 8 of the Education (Pupil Registration) (England) (Amendment) Regulations 2016 (Annex A) upon which their name is to be deleted from the admission register

In addition, the amended regulations also now require schools to undertake joint 'reasonable enquiries' to identify a pupil's whereabouts in collaboration with the LA when there is a continuous unauthorised absence after 20 school days or more. Where, despite the best efforts of school staff, it has not been possible for you to ascertain the above information schools are required to complete and submit a CME Form to the LA.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;

- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;
- When the child is in custody for more than four months, or has been permanently excluded;
- Where a child fails to attend school regularly.

Further guidance: Child missing in education 2016

20. Electively Home Educated – EHE

Many home educated children can have an overwhelmingly positive learning experience. We would expect the parents/carers' decision to home educate to be made with their child's best education at the heart of their decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Parrenthorn High School will inform their Local Authority of all deletions from their admission register when a child is taken off roll.

As a school, we know where a parent/carer has expressed their intention to remove a child from school with a view to educating at home (EHE), if there are concerns or safeguarding issues; we would contact the Education team for a further discussion.

Where professionals do not believe that Elective Home Education is in the child's best interests, it is essential to pass concerns to the EHE team. A multi-agency meeting would be arranged to determine whether there are any safeguarding concerns and if the child should be directed back into education.

If you have reason to question whether a child is receiving 'suitable' home education, you can notify the Local Authority:

Matt Sims - Community Learning Officer Responsible for EHE:
0161 2536972 ehe@bury.gov.uk

21. 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 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great- aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the designated safeguarding lead when they become aware of private fostering

arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

22. Work Experience

When a pupil is sent on work experience, our school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where Parrenthorn High School has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16 and the code of conduct will be followed along with a clear induction.

23. Visitors, Identity Checks and ID Badges

All visitors during the school day are required, on arrival, to sign in at the School Office. Visitors will be issued with an appropriate visitor's badge and lanyard. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the School Office where the badge must be returned. Any person who is visiting the school to work directly with young people on a 'one off' activity should have his/her identity checked or verified by the school office and may not be left unsupervised with children.

All employees within Bury Children's Social Care and the wider Children's Services who are required to work with children as part of their job are subject to the appropriate statutory background checks by the local authority, including enhanced DBS clearance. As such, Parrenthorn High School will check workers' photographic ID cards to validate their identity.

All staff wear ID badges. In the case of a forgotten badge a temporary badge should collected from the business manager.

24. Safe recruitment and induction of staff members and volunteers

Parrenthorn High School operates appropriate recruitment and induction procedures that take account of the need to safeguard and promote the welfare of children and young people. This includes all newly recruited staff, board members and volunteers being asked to:

- Undergo the appropriate Disclosure and Barring Service (DBS) check to their post. This is due to the regular contact Parrenthorn High School has with the wider community.
- Access basic child protection training to raise awareness of the foundation issues, repeated every 3 years.
- Familiarise themselves with the procedures contained in this policy.

25. Managing allegations made against staff member, supply teachers and volunteers

Parrenthorn High School operates appropriate procedures for managing allegations made against staff members, supply teachers and volunteers where it is alleged that they have:

• 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

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

children

If an allegation is made against a member of staff, governor, supply teacher or volunteer, or abusive behaviour is witnessed this should be referred to the designated officer for dealing with allegations; Headteacher Mr C Bell. If the allegation is about the designated officer, this should be referred to the Chair of Governors Mrs C Critchley. The allegation should be referred to the Local Authority Designated Officer for managing allegations against people who work with children (the "LADO") on 0161 253 6168. If the LADO is not available then advice should be sought from a senior member of MASH. Consent from parents is not required when contacting the LADO.

26. Training

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues in September and at suitable times throughout the year. For example, if there is a change to procedure. There is additional input each year, which keeps staff abreast of safeguarding changes and keeps the safeguarding culture live and encourages a culture of vigilance.

The school records the date of last safeguarding training on the single central record.

All staff complete on-line training covering the prevent duty and additional training appropriate to their role.

Currently, the DSL and DDSL receive training in child protection and inter-agency working each year. The Headteacher and whole staff receive regular safeguarding training in line with BISP regulations (currently every three years). Additional training is also arranged each year for colleagues with specific responsibilities (e.g. Heads of Year/Pastoral Manager).

New staff receive induction training on safeguarding issues from a Designated Safeguarding Lead or Deputy Safeguarding lead as part of their new staff induction. All members of staff and governors have read and signed a document that they have understood; Part 1 Keeping Children Safe in Education.

The Safeguarding Policy is available to all staff electronically, saved in the policies folder in the staff area, or in hard copy from the Designated Safeguarding Lead. It is also available on the school website.

27. Whistleblowing

The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff (including supply teachers and volunteers) towards a pupil, he or she should report it at once to the Headteacher (or to the Chair of Governors where the concern relates to the Headteacher). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Depending on the circumstances under the Public Interest Disclosure Act 1998, the member of staff may be entitled to raise a concern directly with an external body.

28. Remote Education

Remote education should be equivalent in length to the core teaching pupils would receive in school and will include live direct teaching time and time for pupils to complete tasks and assignments independently.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy

and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's E-Safety Policy.

Parrenthorn High School will ensure any use of online tools and systems are in line with privacy and data protection / GDPR requirements.

Communication between staff and pupils should be done through MS Teams or Show My Homework. It is essential that staff only use their work email address if they have to contact pupils via email regarding work that is set.

Where there are virtual lessons, staff must ensure:

- No 1:1s, groups only unless parental consent has been provided and Senior Leaders are made aware
- Staff and children must wear suitable clothing, as should anyone else in the household
- If teaching live lessons from home, any computers should be in appropriate areas, for example, not in bedrooms; and the background blurred
- Live classes should be kept to a reasonable length of time (for example, 40 minutes – 50 minutes including time for independent learning)
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager to communicate with pupils (i.e. through Microsoft Teams and Show My Homework)
- Pupils cameras should not be switched on during live lessons
- Only Microsoft Teams should be used to provide live teaching. All Microsoft Teams are created with members only access and according to teaching groups with the teacher allowed full access
- Teachers and pupils should only use their school-registered email accounts
- Ensure that any tabs they have open in their browser are appropriate for the child to see, if they are sharing their screen
- Resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content
- It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary.

You must report any safeguarding concerns or potential concerns to the DSL or DDSL immediately (see safeguarding policy)

29. Alternative Provision

Pupils who access off-site alternative provision are still covered by Parrenthorn's Safeguarding Policy. The following steps are in place to ensure systems are robust:

- All provisions are provided with copies of our key policies and are required to confirm they had read and understood the content.
- Parrenthorn collates all provision policies regarding their safeguarding and inclusion procedures.
- We have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- We gain written confirmation from the alternative provider that **appropriate staff safeguarding checks** have been carried out, as well as written information about any arrangements that may put the child at risk

- Termly Quality Assurance checks take place across all actively engaged provision sites to ensure policies and systems are adhered to.
- Attendance is communicated through to the office on a daily basis and regular reports are passed to school which highlight key areas including progress and behaviour.
- Parents/carers are directly informed by the provision regarding safeguarding, attendance or behaviour concerns where appropriate.
- All provisions follow the same procedure of updating school with any safeguarding concerns immediately.
- We regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

30. Benedict's Law

At Parrenthorn High School, we recognise that allergies, particularly those that may result in anaphylaxis, can present a serious risk to the health and safety of children and young people. We understand that from September 2026, schools in England are subject to new statutory allergy safety requirements, commonly referred to as "Benedict's Law", introduced through the *Children's Wellbeing and Schools Act 2026*. The school will maintain a dedicated Allergy Safety Policy, reviewed at least annually and published on the school website, and will have regard to the Department for Education's statutory Allergy Safety in Schools guidance.

The school will identify pupils with allergies and, where appropriate, ensure that an Individual Healthcare Plan (IHP) is in place setting out the individual arrangements required to manage their allergy safely. All school staff will receive appropriate allergy awareness training, including recognising the signs and symptoms of an allergic reaction, understanding emergency procedures and knowing how to use adrenaline auto-injectors. The school will also maintain appropriate arrangements for emergency adrenaline auto-injectors and ensure that serious allergy incidents and near misses are recorded, reviewed and used to identify learning and reduce the risk of recurrence.

All staff have a responsibility to take allergy concerns seriously and to follow the pupil's IHP and the school's emergency procedures. Where anaphylaxis is suspected, staff must act immediately in accordance with the school's emergency response procedures and seek emergency medical assistance. Allergy safety will be considered across the whole school environment, including the classroom, catering arrangements, educational visits, clubs, trips and other activities. The school will work with parents/carers, pupils and relevant healthcare professionals to ensure that appropriate information is shared and that pupils with allergies are supported to participate fully and safely in school life.

DfE Allergy Safety Policy 2026 Government

These new legal standards replace previous non-statutory advice and represent a historic shift to protect vulnerable students. Individual Healthcare Plans (IHPs): Every child with a known allergy must have a formal, recorded medical and allergy management plan.

- Mandatory Training: Comprehensive allergy and anaphylaxis awareness training must be provided to all staff, covering emergency response and the use of adrenaline pens.
- Spare Adrenaline Auto-Injectors (AAIs): Schools must hold in-date, emergency "spare" adrenaline pens on-site.
- Whole-School Policy: Schools are required to write, publish, and implement robust processes for handling food allergies and medical emergencies.

31. Safeguarding Contacts

Name	Role/Designation	Contact details
Miss J Hollstein	Designated Safeguarding Lead	jhollstein@parrenthorn.co.uk 0161 773 8634

Miss H Nicholls Ms S Bodkin	Deputy Designated Safeguarding Lead	hnicholls@parrenthorn.co.uk sbodkin@parrenthorn.co.uk 0161 773 8634
Mrs M Pitt	Designated Governor for Safeguarding	contacted via the school office on 0161 773 8634
Mrs C Critchley	Chair of Governors	contacted via the school office on 0161 773 8634
Mr C Bell	Headteacher	cbell@parrenthorn.co.uk 0161 773 8634

The school will ensure that there is a duty DSL available in school for face-to-face contact at all times during a normal working day, out of hours (including weekends) and during holidays. Staff have been given out of hours contact details for the DSL and DDSL.

However, if it is not possible to contact the DSL or the DDSL and there is a genuine feeling that a child is at risk of suffering significant harm, than any member of staff can make a referral:

The Bury Multi-Agency Safeguarding Hub (MASH) Team Telephone: 0161 253 5678

Emergency Number: 0161 253 6606 (out of hours)

Police: 0161 872 505

Further contacts

Local Authority Designated Officer (LADO): Mark Gay 0161 253 5342

Lead Officer (schools and Extended Services) for Safeguarding at Bury LA: Lisa Ricketts l.ricketts@bury.gov.uk

Lead Officer for Education (MASH): Samantha Townend s.townend@bury.gov.uk

Bury Multi-Agency Safeguarding Hub: 0161 253 5678 / 0161 253 6606 (out of hours)

Early Help Whitefield Locality: Vicki Burgess v.burgess@bury.gov.uk 0161 253 7914/5077

Initial Response Team: 0161 253 5454

School Nurse: Zoe Wilkinson 0161 798 2160

32. Advice and Helplines

Anti-bullying in Schools Project - 0161 253 5884

Asian Helpline – 0800 096 7719

Banardos - 020 8550 8822

www.banardos.org.uk

Beating Eating Disorders - (helpline) - 0845 634 1414 (Youth line) - 0845 634 7650

www.b-eat.co.uk

Children's Information Service - 0800 731 4611

www.childcarelink.gov.uk

Child Accident Prevention Trust - 020 7608 3828 www.capt.org.uk

Childline -0800 1111

www.childline.org.uk

Contact a family (for families with Disabled Children) - 0808 808 3555

www.cafamily.org.uk

Counselling Direct- 0161 253 633

CRY-SIS Helpline - 08451 228 669 www.cry-sis.org.uk

Early Break Drugs Service - 0870 389 2080 Emergency Duty Team - 0161 253 6606

Family Planning Association (FPA) - 08451 228 690 www.fpa.org.uk

Gingerbread - 0800 018 4318

www.gingerbread.org.uk

Prestwich Police Neighbourhood Team Whitefield Police Station – 0161 856 8204

Kidscape(Parents Bullying Helpline)- 08451 205 204 www.kidscape.org.uk

National Drugs Helpline(FRANK)- 0800 77 66 00

www.talktofrank.com

NSPCC - 0808 800 5000 www.nspcc.org.uk

Runaway Helpline - 0808 800 7070

Teenage Pregnancy Support- 0161 797 5958 Young People's Advisory Service – 0161 761 2136

Appendix 1.

Information and Code of Conduct for Volunteers

Parrenthorn High School highly values parents and others who volunteer to help out with school activities. We hope to encourage your support, contributions and assistance. Many school activities would be at risk if not for your help and many of our pupils benefit greatly from it.

It is our duty to ensure that whilst you are engaged in voluntary activities for the school we care for you and ensure your safety. We also, of course, have a duty to ensure that our pupils' welfare is promoted, they are cared for appropriately and they are safeguarded from any harm.

This information is to inform you of the measures we need to apply to ensure that all volunteers and pupils are safe and cared for.

Disclosure and Barring Service (DBS) formerly CRB

We have a responsibility to ensure that all adults working for the school are suitable people to work with children. The Department for Education and the Local Authority set out guidance regarding when adults working on behalf of the school must be subject to these checks. This means that depending on the nature and regularity of your help, also the level of contact you have with children, we will need to ask for your permission for a DBS check.

This check is to ensure that you are not included on Independent Safeguarding Authority list of those people who have been barred from working with children, you do not have relevant convictions, and the police do not have any other information about you, which suggests that you may be unsuitable to work with children.

This information is solely for ensuring that our pupils are safe from unsuitable people. We can further assure you that this information will be kept confidential to those who 'need to know' and securely stored. If you do have convictions this does not mean that you will be considered unsuitable, usually this would only apply if a person has convictions for offences against children, sex offences or offences of serious violence.

No checks will be undertaken without your agreement and you will receive a copy of the check.

In some instances we may ask for your permission to seek information from another person regarding your suitability to work with children e.g. from an employer.

If you have any concerns or would like further information about checks, please discuss these with Miss J Hollstein (Assistant Head teacher – Designated Safeguarding Lead)

- **Welfare and Safety of Volunteers and Children**

We undertake to ensure that any activities, which you are involved with, are planned properly and safely, also that you are consulted on and informed of these plans. This helps us to make sure that you are happy and comfortable with the arrangements; you also have the opportunity to make us aware of any anticipated difficulties, reservations or problems, which arise. We further undertake to ensure that at all times you will have access to a member of the school staff should any emergencies arise or you need to talk to someone immediately regarding any difficulties.

- **Code of Safe Conduct**

It is essential that we acknowledge that the vast majority of volunteers behave appropriately whilst working with our pupils. However, expected conduct of adults working in or for a school is sometimes different to that which applies whilst caring for our own children. Conduct is also governed by certain laws and government guidance (e.g. smacking other people's children is not allowed). Further, staff and volunteers sometimes express uncertainty as to what is and is not acceptable and ask for guidance regarding those behaviours which, whilst most probably innocent, may be considered illegal, improper or could be misconstrued by another person.

The following, therefore, gives a guide to appropriate conduct whilst working in or on behalf of the school (e.g. residential visits, out of school activities). Adherence to this code will ensure that both children and adults are safe, including from the possibility of allegations being made against them.

You should always:

- Adhere to all school policies, many of which are specifically written with safeguarding in mind, for example, Anti Bullying, Professional Conduct Policy.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to
- report something to the Safeguarding Officer e.g. concerns about a child protection issue).
- Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children.

Report to the Head Teacher (or in the case of an allegation concerning the Head Teacher the Chair of Governors), as soon as possible:

- Any behaviour or situation, which may give rise to complaint, misunderstanding or misinterpretation, against yourself.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures

You should never:

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or Intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text email or telephone, or make arrangements to contact, communicate or meet children outside of school.
- Develop 'personal' or sexual relationships with children.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
- Make inappropriate* remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate* or offensive nature
- Give or receive (other than 'token') gifts unless arranged through your line manager / Head Teacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.

- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all-time whilst transporting children.
- Undertake any work with children when you are not in a fit and proper
- Physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

* Please note:

It is the perception of the person subject to a remark or action rather than your stated intention that defines ‘appropriate’ or ‘inappropriate’.

I_____have read the school's information for volunteers and agree to abide by the Code of Safe Conduct therein.

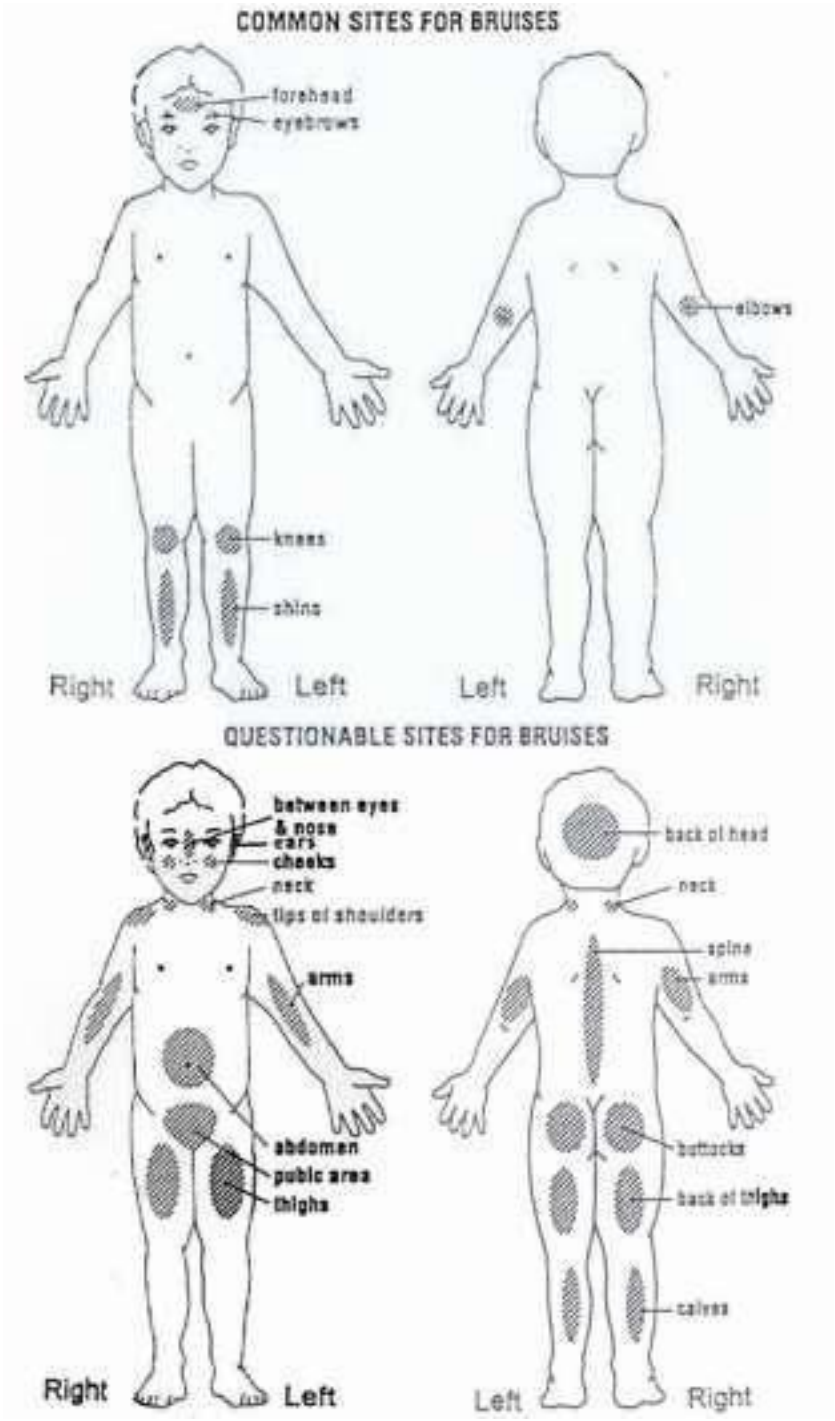
Signed:_____ Date: _____

Many thanks for your support of the school and it is arrangements for the safety and care of children and adults in our school community

C Bell
Headteacher

Appendix 2.

Common sites and questionable sites for bruises



Appendix 3.

Job Description for the Designated Safeguarding Lead

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The broad areas of responsibility for the designated safeguarding lead are:

Managing referral

- Refer all cases of suspected abuse to the local authority children's social care and:
    - The designated officer(s) for child protection concerns (all cases which concern a staff member),
    - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
    - Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referral
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures, the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the school's or college's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

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

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 4.

Safeguarding and Child Protection Annual Checklist for Staff

Name ……Position ……

- I have received Parrenthorn High School's Safeguarding Policy and know how to access the most up to date version of it on the school website, from the policies folder on the T drive (staff area) or from the Designated Safeguarding Lead.
- I have received Keeping Children Safe in Education 2026 (Part 1) and I have read them and understood it.
- I have received the Staff Professional Conduct Policy have read it and agree to abide by it and understand that I may be the subject of disciplinary action should I fail to do so.
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents.
- I have an understanding of the current guidelines and legal contexts regarding Child Protection.
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
- I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at Parrenthorn.
- I understand the correct procedures regarding the reporting of an allegation against a member of staff including the Headteacher.
- I am aware of the name of the Designated Safeguarding Lead and Deputy safeguarding Lead at Parrenthorn High School.
- I am aware of the Prevent Duty and understand my obligation under this duty.
- I am clear on the school's policy and procedures with regard to child on child abuse and the important role I have to play in preventing it and responding where I believe a child may be at risk from it.
- I am aware of the school's Whistleblowing policy and where to access it.
- I am aware of the school's E Safety policy and Nude and Semi-Nude Images and Videos policy and where to access them.
- I am clear on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headteacher immediately. This information is given in the strictest confidence.)

Signature …… Date ……

Appendix 5.

Visitor / Volunteer / Work Experience Details

Personal Details	
Surname:	Preferred Title:
Forename:	Previous Name:
Address: Post Code:	
Home Telephone Number:	Mobile Number:
Email Address:	
Emergency Contact Details:	

Days to be in school / dates from and to:	
Reason for being in school:	
DBS required (if enhanced certificate required to be given to Mrs Skinner with this form)	Yes / No
Employer details:	

Member of staff organising:
PLEASE NOTE THE MEMBER OF STAFF IS RESPONSIBLE AT ALL TIMES.

Approved by:	Date: