

Park School Teaching Service Safeguarding and Child Protection Policy and Procedures

Reviewed By	Rachael Toole
Approved by/when	LGB/October 2026
To be reviewed	September 2027

Key Contacts:

- **Academy Lead:** Gareth Webb
- **Designated Safeguarding Lead (DSL):** Rachael Toole
- **Deputy DSL:** Gareth Webb
- **Designated Teacher for CLA:** Gareth Webb
- **Prevent Lead:** Rachael Toole
- **Mental Health Lead:** Gareth Webb
- **Chair of Governors:** Emma Fletcher
- **Safeguarding Governor:** Sam Reynolds

Appendices

- **Appendix 1:** Summary Child Protection and Safeguarding Policy for Parents and Carers
- **Appendix 2:** Role of Designated Safeguarding Lead
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1. Principles and Purpose

At Park School we ensure all students remain safe and free from harm. We are committed to playing a full and active part in the multi-agency response to child protection concerns and recognise our important role within the wider safeguarding system.

This policy ensures all staff understand our arrangements for safeguarding and promoting welfare, provides guidance for staff with concerns, and sets out our position on all aspects of safeguarding and child protection.

A condensed version for parents and carers is available in **Appendix 1**.

2. Scope and Legal Framework

This policy applies to all staff, volunteers, trainee teachers, governors, contractors, visitors and adults working on behalf of the school. It applies at all times when children are our responsibility, including on-site, off-site activities, educational visits, alternative provision and online environments.

We fulfil our statutory responsibilities in accordance with:

- The Education Act 2002
- The Children's Wellbeing and Schools Act 2025
- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children 2026
- Other relevant safeguarding legislation and local safeguarding partnership arrangements

This policy should be read alongside our behaviour, attendance, online safety, staff code of conduct, whistleblowing, SEND and anti-bullying policies.

All staff are asked to sign to confirm they have read and understood this policy (appendix 12)

Key Definitions:

- **Child:** Anyone under 18 years of age (Children Act 1989 and 2004)
- **Integrated Front Door (IFD):** Multi-agency contact point for enquiries and referrals about children

- **Early/Family Help:** Support provided as soon as problems emerge (nationally called Early Help, locally called Family Help)
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3. Equality and Inclusion

We are committed to providing a safe, inclusive environment where all pupils are valued and respected. In accordance with the Equality Act 2010, we will not unlawfully discriminate against students with protected characteristics and will take positive action to address disadvantages.

Children Questioning Their Gender

We support children questioning their gender in a sensitive, respectful and child-centered way. We recognise these children may be vulnerable and need additional support.

Social Transition Requests: Any request will be considered carefully on an individual basis, taking account of the child's welfare and best interests, needs and rights of other pupils, and our legal responsibilities. We keep clear records of discussions, assessments and decisions. Staff will not make changes relating to social transition unless agreed through our decision-making processes.

Working with Parents and Carers: We recognise the important role that parents and carers play in supporting their children and will involve them in the vast majority of cases. If involving parents or carers may place a child at risk of harm, the Designated Safeguarding Lead (DSL) will decide what action is needed to keep the child safe before any contact is made with parents or carers.

Facilities: For pupils aged 8 and over, access to toilets, changing rooms and showers is provided according to biological sex. Where a gender questioning child is uncomfortable, we will consider suitable alternative arrangements while protecting the privacy, dignity, safety and wellbeing of all pupils.

4. Safeguarding and Promoting Welfare

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet needs as soon as problems emerge
- Protecting children from maltreatment, whether within or outside the home, including online

- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in circumstances consistent with safe and effective care
- Taking action to enable all children to have the best outcomes

We recognise that students who are repeatedly absent from education, repeatedly removed from lessons, experience multiple suspensions, are on a part-time timetable, are at risk of permanent exclusion, or attend alternative provision may have unmet needs and be more vulnerable to harm and may require additional safeguarding support and family help.

5. Our Role and Responsibilities

The welfare of our students is paramount. All children have the right to grow up in a safe environment, free from abuse, neglect and exploitation. Child Protection is part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

The Children Act 1989 defines *harm* as ill-treatment or the impairment of a child's health or development. Whether harm is considered *significant* is determined by comparing a child's health and development with that which could reasonably be expected of a similar child.

There are no absolute criteria for determining whether harm is significant. Children's Social Care, the police, education, health professionals and other relevant agencies work together to assess concerns and risks. Decisions are made on a case-by-case basis using professional judgement and the available evidence, with the child's welfare being the paramount consideration.

All Staff Must:

- Provide a safe environment for children to learn
- Be alert to issues affecting safety and welfare
- Be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate
- Report any concerns, regardless of how minor they appear
- Understand it is not their role to investigate concerns
- Maintain an attitude of 'it could happen here'
- Act in the best interests of the child

The DSL and Deputy DSLs:

- Have specific responsibilities for safeguarding (see **Appendix 2**)
- Provide advice and support to staff
- Make referrals to Children's Social Care and other agencies
- Maintain oversight of safeguarding records and chronologies

Partnership Working:

- We work with parents/carers, recognising their right to be informed unless this increases risk
- We work closely with Children's Social Care, police, health services and other agencies
- Confidentiality cannot be guaranteed where there are concerns about safety
- Information is shared appropriately on a need-to-know basis

If a child is in immediate danger or at risk of harm, a referral will be made to the Integrated Front Door (01204 331500) or the out of hours team immediately. Anyone can make a referral to avoid delay, but the DSL must always be notified. See **Appendix 8** for a quick guide to making a referral.

6. Responding to Disclosures

When a pupil discloses abuse, neglect or exploitation, staff must:

- Provide a safe, supportive environment where all pupils feel able to speak about concerns
 - Listen carefully and allow the student to give their account in their own words
 - Avoid leading questions or attempting to investigate
 - Reassure the pupil they have done the right thing
 - Never promise confidentiality or agree to keep a secret
 - Explain that information may need to be shared with people who can help
 - Make an accurate, factual record as soon as possible either written or on cpoms.
 - If logging this on cpoms ensure all areas are completed.
 - Recognise this may not be the first incident and trauma may affect recall
 - Be aware some students face additional barriers to disclosing abuse
 - Report to the DSL (or deputy) without delay
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7. Record Keeping

Records are kept updated and stored securely. All concerns, discussions, decisions and reasons for decisions are recorded in writing or using appropriate forms. Staff should discuss recording requirements with the DSL if in doubt.

All safeguarding concerns, disclosures, discussions and actions are recorded directly on CPOMS, our secure online safeguarding recording system, rather than on paper forms. This includes the initial record of a concern, the information/front sheet for a child's safeguarding record, and the chronology of significant events, all of which are generated and maintained within CPOMS.

Guidance for safeguarding records is provided in Appendix 3.

Key recording documents:

- **Appendix 4:** Body Map Guidance (for recording physical injuries)
- **Appendix 5:** Home Injury Form

Transferring Information: The DSL transfers child protection files to a student's new school within five days of transfer; this usually takes place via cpoms. The DSL provides comprehensive context on high-level risks (serious violence, channel support, AI-related harms) prior to the child's arrival. Verbal DSL to DSL consultations ensure no safeguarding nuance is lost during transition.

Child protection records are retained until the child reaches 25 (or 75 years if ever Looked After).

8. Prevention

We prevent students becoming victims of abuse, neglect or exploitation through:

- Creating an open culture that respects individuals' rights and tackles bullying and discrimination
 - Identifying staff with overall responsibility for safeguarding
 - Promoting British values and offering PSHE curriculum addressing child protection
 - Ensuring our DSL receives training and acts as a source of advice
 - Informing students of their rights and encouraging them to talk to staff
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9. Early/Family Help

Early/Family Help means providing support to meet needs as soon as problems emerge. In Bolton we refer to Bolton's Framework for Action. Early Help support is available to children of all ages to improve family resilience and outcomes or reduce the chance of problems worsening.

Students may benefit from Early/Family Help if they are:

- Misusing drugs or alcohol
- Young carers or have family circumstances such as parental substance misuse, mental health issues or domestic abuse
- Viewing problematic online content or developing inappropriate online relationships
- Exhibiting early signs of violent, abusive or harmful behaviours
- At risk of anti-social behaviour, criminality, gangs, county lines or knife crime
- Missing education, persistently absent or not receiving full-time education
- Frequently removed from classroom, on part-time timetable, suspended or at risk of exclusion
- At risk of exploitation, modern slavery, trafficking, radicalisation
- Pregnant or a parent themselves
- Going missing, privately fostered, or have a family member in prison
- Experiencing medical conditions, disability or special educational needs

Support is provided through:

- **Community-Based Early Help:** Advice, guidance and support through universal services where needs are emerging
- **Targeted Early Help:** Coordinated multi-agency support where children have additional or complex needs

Contact: Bolton's Integrated Front Door: 01204 331500 (Option 1: Family Help, Option 2: Children's Social Care, Option 3: Professional Consultation)

10. Types of Abuse and Neglect

Abuse: A form of maltreatment of a child. Anybody may abuse or neglect a child by inflicting harm or failing to prevent harm. Harm can include ill treatment that is not physical and the impact of witnessing ill treatment of others, particularly domestic abuse. Children may be abused in family, institutional or community settings by those known to them or by others. Abuse can occur wholly online or technology may facilitate

offline abuse. Children may be abused by adults or other children. Children may also cause harm to other family members (child to parent/care giver abuse). Types of abuse may overlap.

Physical abuse: Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent/carer fabricates symptoms or deliberately induces illness.

Emotional abuse: Persistent emotional maltreatment causing severe adverse effects on emotional development. This includes conveying the child is worthless or unloved, inadequate, or valued only to meet another's needs. It may involve verbal abuse such as persistent criticism, belittling or name-calling, not giving opportunities to express views, deliberately silencing them or 'making fun' of communication. It may feature age-inappropriate expectations, overprotection, limitation of exploration and learning, or preventing normal social interaction. It may involve seeing or hearing ill-treatment of another, serious bullying (including cyberbullying), causing children to feel frightened or in danger, or exploitation or corruption. Some emotional abuse is involved in all types of maltreatment, although it may occur alone.

Sexual abuse: Forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Activities may involve physical contact, including assault by penetration (rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. They may include non-contact activities such as involving children in looking at or producing sexual images, watching sexual activities, encouraging sexually inappropriate behaviour, or grooming. Sexual abuse can occur online and technology can facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit sexual abuse.

Neglect: Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. Neglect may occur during pregnancy (e.g., maternal substance abuse). Once born, neglect may involve failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect from physical and emotional harm or danger, ensure adequate supervision (including inadequate caregivers), or ensure access to appropriate medical care or treatment. It may include neglect of or unresponsiveness to basic emotional needs.

We refer to Bolton's Neglect Practice Guidance.

11. Indicators of Abuse, Neglect and Exploitation

Staff should be alert to signs of abuse, neglect and exploitation. Indicators may include:

- Unexplained injuries, bruises, burns, fractures or marks (record using **Body Map - Appendix 4**)
- Explanations for injuries that are inconsistent, implausible or change over time
- Disclosure of abuse, neglect or exploitation
- Sudden or significant changes in behaviour, mood or presentation
- Becoming withdrawn, anxious, fearful, aggressive or unusually compliant
- Decline in attendance, engagement, behaviour or educational progress
- Age-inappropriate sexual knowledge, language or behaviour
- Harmful sexual behaviour or sexualised behaviour inappropriate for age/stage
- Appearing fearful of or reluctant to be around a particular person
- Difficulty forming or maintaining friendships, social isolation, or prevented from socialising
- Signs of emotional distress, poor mental health, self-harm or suicidal thoughts
- Unmet medical needs or frequently missing medical appointments
- Unexplained weight loss, poor nutrition, persistent hunger or tiredness
- Appearing consistently unkempt, inadequately clothed, poorly supervised or lacking appropriate care
- Being absent from education or displaying patterns of unexplained absence
- Signs of online harm, criminal exploitation, sexual exploitation, county lines, radicalisation or other abuse

This list is not exhaustive. Staff should consider circumstances as a whole, exercise professional curiosity and remain vigilant. **It is not staff responsibility to determine if abuse is occurring. Any concerns must be reported without delay to the DSL.**

12. Specific Safeguarding Circumstances

12.1 Domestic Abuse

Domestic abuse is any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are intimate partners or family members. Abuse can include psychological, physical, sexual, financial and emotional harm. It also includes stalking and teenage relationship abuse.

Exposure to domestic abuse can have serious, long-lasting emotional and psychological impact on children through seeing, hearing or experiencing its effects.

Action: We will contact support services (Endeavour, Fortalice), the Police or Integrated Front Door. Early Help assessment will be considered where there is no social care involvement.

Operation Encompass: We receive police notifications after domestic abuse incidents involving children related to adult parties. This enables us to provide appropriate support. See **Appendix 9 : Encompass Flowchart**.

12.2 Consent

Under the Sexual Offences Act 2003, a child under 13 cannot legally consent to any sexual activity. Sexual activity involving a child under 13 is a serious safeguarding concern requiring referral to Children's Social Care and, where appropriate, police.

The age of consent in England is 16. The Sexual Offences Act 2003 recognises mutually agreed, non-exploitative sexual activity may occur between young people of similar age. However, children under 16 may still be vulnerable to abuse, exploitation, coercion or other safeguarding risks.

Where concerns arise regarding sexual activity involving young people aged 13 to 15, the DSL will consider individual circumstances including age, maturity, understanding, any difference in age/power/maturity/experience, whether the relationship is consensual or involves pressure/coercion/exploitation/abuse, additional vulnerabilities, and the young person's ability to understand the nature and consequences of their decisions.

12.3 Relationships and Sex Education

It is compulsory to teach relationships education in primary schools and relationships and sex education in secondary schools. Teachers are prepared to handle safeguarding issues arising during lessons and will report concerns to the DSL without delay. We follow statutory [DfE RSE guidance 2026](#).

12.4 Child on Child Abuse

Children can abuse other children. This is child-on-child abuse and can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- Physical abuse (hitting, kicking, shaking, biting, hair pulling or causing physical harm)
- Physical assault and harm, or threat of harm with a weapon
- Causing someone to engage in sexual activity without consent
- Harmful sexual behaviour, sexual violence and sexual harassment (which may include misogyny/misandry)
- Up skirting
- Consensual and non-consensual sharing of nudes and semi-nudes including those generated by AI
- Abuse in intimate personal relationships (teenage relationship abuse)
- Initiation/hazing type violence and rituals

Child on child abuse will never be accepted or dismissed as 'children being children.' Any concerns whether on or off site will be reported to the DSL, investigated, dealt with and recorded. This may include referral to the Integrated Front Door and police. Where Social Care intervention is not required, Early/Family Help will be offered.

Staff are aware of the harm caused by bullying and will follow our anti-bullying procedures where needed. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Our PSHE curriculum aims to prevent child on child abuse and opportunities are provided for students to report any concerns

12.5 Harmful Sexual Behaviour, Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age and sex, both on and offline. It can occur through a group sexually assaulting or harassing a single child or group. Children who are victims will likely find the experience stressful and distressing, which will likely adversely affect their educational attainment.

Sexual violence and harassment exist on a continuum and may overlap. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Sexual Violence (under Sexual Offences Act 2003):

- **Rape:** Intentional penetration of vagina, anus or mouth with penis without consent
- **Assault by Penetration:** Intentional penetration of vagina or anus with body part or anything else without consent

- **Sexual Assault:** Intentional sexual touching without consent

Sexual Harassment: 'Unwanted conduct of a sexual nature' that can occur online and offline, likely to violate dignity and/or make someone feel intimidated, degraded, humiliated and/or create a hostile, offensive or sexualised environment.

This includes:

- Unwanted sexual comments, remarks and messages (including online)
- Sexual jokes, taunting, banter, misogynistic comments
- Physical behaviour (deliberately brushing against someone, touching without consent, interfering with clothing, displaying sexual images)
- Online sexual harassment
- Non-consensual sharing of nude or semi-nude images/videos
- Sexualised bullying
- Abuse within intimate peer relationships
- Sexual exploitation, coercion, manipulation, threats or intimidation
- Upskirting, down-blousing or other image-based abuse
- Sexual violence

Our Culture:

- Sexual violence, harassment and harmful sexual behaviour are never acceptable and will not be tolerated
- We do not dismiss or tolerate such behaviour as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- We recognise such attitudes create a culture of unacceptable behaviour, misogyny and an unsafe environment
- We challenge inappropriate behaviour that may be harmful or potentially criminal
- We do not rely solely on disclosures; staff remain vigilant to signs a child may have experienced abuse
- Pupils understand how to report concerns and know which trusted adults they can speak to
- Through PSHE and RSE, pupils learn about healthy relationships, consent, boundaries, sexual harassment, sexual violence, online safety and how to seek help

How We Respond:

- All reports are taken seriously and responded to promptly, proportionately and in line with safeguarding procedures

- Where a child is suspected to have suffered or is at risk of significant harm, immediate referral to Children's Social Care and, where appropriate, Police
- We protect and support the victim, ensuring they feel safe, listened to and supported
- We carefully consider the victim's wishes while balancing safeguarding responsibilities
- We complete and regularly review safety plans where required
- We put appropriate measures in place without delay (adjustments to timetables, supervision, seating, movement, transport, breaks, educational provision)
- Staff listen carefully, avoid leading questions and do not investigate
- Victims are not made to feel responsible for abuse
- Appropriate support is offered to the student accused
- We consider impact on witnesses and other pupils
- Where statutory services are not involved, support may be provided through Family Help, pastoral support or targeted interventions
- We work closely with parents/carers where appropriate
- Our Behaviour Policy is applied consistently
- We signpost to specialist services
- All concerns, decisions, actions and outcomes are recorded and reviewed

Where a report involves rape or assault by penetration, the alleged perpetrator will normally be removed from shared classes with the victim whilst enquiries are ongoing. For all other reports, the need for separation will be considered case-by-case.

See appendix 10: Sexually Harmful Behaviour, Violence and Harassment flowchart.

12.6 Online Safety

Online safety is integral to safeguarding. Our Online Safety Policy sets out how we keep pupils safe when using technology and accessing the internet. Children may be exposed to cyberbullying, online abuse, exploitation, harmful content, misinformation, disinformation and AI-generated content.

We have appropriate filtering and monitoring systems in place, reviewed regularly. Staff are trained to identify and respond to online safety concerns.

Through our curriculum (PSHE, RSE, Computing), pupils are taught how to stay safe online, understanding risks associated with online content, contact, conduct and commerce.

If we have concerns we will:

- Refer to [Department for Education guidance on Teaching online safety in schools](#) (2023), Greater Manchester Procedures and UK Council for Child Internet Safety
- Report to CEOP (0800 1111)
- Access resources from [UK Safer Internet](#) and [SWGfL](#)
- Encourage anonymous reporting to Safer Internet Hotline
- Report harmful content to www.reportharmfulcontent.com

We recognise AI risks and ensure filtering/monitoring systems consider AI-generated content risks.

Mobile Devices: We are a mobile phone free school and follow Mobile phones in schools [GOV.UK guidance](#). **Our mobile phone policy is available at request or via our website.**

12.7 Nude and Semi-Nude Images (Including AI-Generated)

Sharing consensual and non-consensual nude and semi-nude images/videos refers to creation, sending or posting of nude images/videos including those generated using AI by young people under 18. The term 'images' includes all visual content such as photographs, videos and livestreams.

We follow guidance in Searching Screening and Confiscation Advice for schools and Sharing nude and semi-nudes: advice for education settings 2024. Any incident will be fully investigated. Where appropriate, we consult with and refer to relevant external agencies including Police and Integrated Front Door. Incidents are recorded and ongoing education, guidance and support offered to all students involved.

We also utilise resources through the SWGFL [So You Got Naked Online](#) and promote the [Report Remove tool](#) whereby children, young people and adults can report intimate images of them that are circulating social media and ensure they are taken down.

12.8 Harm Outside the Home

Harm outside the home refers to understanding and responding to young people's experiences of significant harm beyond their families, recognising different relationships in neighbourhoods, schools and online can feature violence and abuse.

We understand children cannot consent to be criminally or sexually exploited and will be treated as victims.

Child Criminal Exploitation/County Lines:

Child Criminal Exploitation (CCE) is where children are manipulated, coerced or deceived into criminal activity for others' benefit. This may include county lines, gangs, organised crime groups and drug networks. County lines involves organised criminal groups using mobile phone lines to move and supply drugs, often from urban to suburban/rural/coastal locations. Children may be groomed, threatened or exploited to transport drugs, money or weapons and may be trafficked away from their area.

Indicators may include going missing, unexplained absences, decline in educational engagement, unexplained money/gifts, multiple mobile phones, increased secrecy, changes in behaviour, or association with older individuals/groups involved in criminal activity.

CCE:

- Can affect any child under 18 (male or female)
- Can affect vulnerable adults 18+
- Can involve force, coercion, manipulation, control, intimidation and/or enticement, often with violence or threats
- Can be perpetrated by individuals or groups, males or females, children and adults
- Is characterised by imbalance of power
- Can have significant impact on physical health, emotional wellbeing, safety, education and future outcomes

Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse occurring where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through technology.

If we have concerns regarding exploitation we refer to guidance provided by the [Home Office](#) and Greater Manchester [procedures](#) along with [Multi agency practice principles for responding to exploitation and extra familial harm](#). We record concerns

and if the threshold is met for statutory intervention, refer to Integrated Front Door. Where Social Care intervention is not required, Early/Family Help is offered.

We complete the Police Partner Agency form to share information about child exploitation (criminal or sexual) and work in partnership with the Complex Safeguarding Team. We share information as requested by the CEAM (Child Exploitation and Missing) panel.

Serious Violent Crime:

Staff are aware of indicators suggesting a child is at risk of or involved in serious violence: increased absence, changes in friendships or associations with older individuals/groups, significant decline in wellbeing, signs of assault or unexplained injuries, involvement in drugs or alcohol, unexplained money/gifts/possessions, indicators of criminal exploitation or gang involvement.

Any indication a child is carrying, has access to, or intends to use a weapon is treated as a serious safeguarding concern and reported to the DSL immediately. Staff will report any child expressing intent to use or carry a weapon to allow earlier DSL intervention and de-escalation.

We carry out 'justified, proportionate and reasonable' searches following the guidance on [Searching, Screening and Confiscation](#) available from the DFE. We work in partnership with Police, Children's Social Care, Family Help Services and other agencies, utilising Greater Manchester Violence Reduction Unit resources and consulting NPCC When to call the police guidance.

Hazing/Initiation:

Hazing or initiation practices are activities expected of someone joining or participating in a group that may involve harassment, humiliation, abuse, degradation or danger, regardless of willingness to participate. This includes initiation or hazing-related violence and rituals, which may involve harassment, abuse or humiliation as a way of initiating a person into a group and may also take place online.

Modern Day Slavery & Trafficking:

Modern Slavery describes anyone, including children, exploited for criminal gain. It comprises slavery, servitude, forced and compulsory labour and human trafficking.

12.9 Community Safety and Liaising with Police

In emergencies we ring 999. [NPCC- When to call the police](#) supports us to understand when to contact police and what to expect.

Community safety incidents (people loitering, unknown adults talking to students) are reported to police and a school safe incident report completed and uploaded to the Extranet to share with other settings.

12.10 Honour Based Abuse (Including FGM and Forced Marriage)

'Honour-based' abuse (HBA) includes crimes committed to protect or defend family/community honour, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family and community pressure and can include multiple perpetrators.

If staff have concerns about HBA they speak to the DSL who refers to Integrated Front Door. Where Social Care intervention is not required, Early Help is offered.

Female Genital Mutilation (FGM):

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

FGM Mandatory Reporting Duty:

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers to report to Police where they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show FGM has been carried out on a girl under 18 and have no reason to believe the procedure was necessary for her physical or mental health or for purposes connected with labour or birth.

In such cases, the teacher must make a report to Police and inform the DSL.

See **Appendix 11: FGM Flowchart**. Staff must not examine the girl and must not inform parents without seeking advice from Social Care or police.

12.11 Radicalisation, Extremism and Prevent Duty

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies. There is no single profile of a person vulnerable to radicalisation. Vulnerability can arise from a combination of factors including personal circumstances, family influences, peer relationships and online activity. The internet and social media can play a significant role in exposing children to extremist content and influences.

Prevent:

Schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

We understand risks affecting children and are committed to identifying and supporting those vulnerable to radicalisation, including vulnerability to Islamist extremism, Extreme Right-Wing extremism and online extremism.

The DSL will:

- Undertake Prevent and Channel awareness training
- Provide advice and support to staff
- Ensure appropriate filtering and monitoring systems are in place
- Ensure the Prevent Duty is met through a risk-assessed approach
- Ensure staff receive appropriate training

We refer to [managing risk of radicalisation](#) and utilise the 'Educate Against Hate' [website](#) which provides us with information, tools and resources to recognise and address extremism and radicalisation.

Support and guidance will be gained from Bolton Councils [Safeguarding Against Harmful Radicalisation handbook](#) and community.safety.services@bolton.gov.uk.

Channel:

Channel is a programme providing support at an early stage to people identified as vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if concerned an individual might be vulnerable to radicalisation.

If staff have concerns, a channel referral form will be completed. Support may be accessed through the Channel Coordinator (Tel: 0161 227 3543, Mobile: 07980968857) or Counter Terrorism Policing. Bolton's Channel Panel referrals:

Channel.project@gmp.pnn.police.uk OR gmchannel@manchester.gov.uk

12.12 Children with Family Members in Prison

Approximately 193,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

We provide sensitive, trauma-informed support and consider the need for Early/Family Help and other interventions. Families can be signposted to the [Prisoners' Families Helpline](#).

12.13 Homelessness

We recognise homelessness, housing instability and living in temporary accommodation can significantly impact a child's safety, welfare, wellbeing, attendance and educational outcomes. Being homeless or at risk of homelessness may increase vulnerability and present safeguarding concerns.

The DSL will be aware of local referral pathways and will work with the Local Housing Authority and other agencies to ensure children, young people and families receive appropriate support. Indicators a family may be at risk include household debt, rent arrears, domestic abuse, anti-social behaviour, family breakdown or being asked to leave accommodation.

When we are notified a child has been placed in temporary accommodation, this information will help safeguard and promote the child's welfare and educational outcomes. Where there are concerns a child has been harmed or is at risk of harm, a referral to Children's Social Care will be made. Where social care are not involved, Early/Family help will be offered.

12.14 Mental Health

All staff are aware mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse, neglect or other potentially traumatic adverse childhood experiences (ACEs), this can have lasting impact throughout childhood, adolescence and into adulthood.

We have specific staff trained to identify possible mental health difficulties and are aware of support services. We signpost to Bolton's Be Kind to My Mind Website and refer to Bolton's Suicide and Self harm pathway.

Where a student requires mental health/emotional wellbeing support we will:

- Phone 999 in an emergency
- Contact the student's parent/carer and advise if medical attention is needed
- Consider if referral to Integrated Front Door and/or CAMHS is required
- Complete an Early/Family Help assessment
- Consider if a safety plan is required
- Access advice and support from specialist mental health services

12.15 Behaviour and Safeguarding

We are aware that a student's behaviour may be communicating that they could have suffered from abuse, neglect and exploitation. The behaviour being displayed could be 'distressed behaviour'.

If we have serious concerns about a student's behaviour, we will follow our behaviour policy and will also consider whether a multi-agency assessment such as an Early/Family Help assessment or statutory assessment is required.

Where a student is placed in an alternative provision, we follow [Arranging Alternative Provision - guide for LAs and schools](#). We understand we continue to be responsible for safeguarding. We know where the student is based during school hours and will take

steps to gain written information to ensure the provision is a safe environment. We regularly review the provision to ensure it meets the child's welfare and educational needs.

We follow Bolton's Inclusive Practice Handbook and refer to DfE Behaviour Guidance (2024) Behaviour in schools and Restrictive interventions guidance.

12.16 Attendance and Children Missing Education

We recognise regular attendance is essential to safeguarding and promoting welfare. Children who are absent from education, particularly repeatedly or for prolonged periods, may be at increased risk of abuse, neglect, exploitation, mental health difficulties, radicalisation, family harm or other safeguarding concerns.

We monitor attendance closely and respond promptly to all unexplained absences. Particular attention is given to children who are persistently absent or severely absent. We work with children, families and partner agencies to identify and address barriers to attendance using Bolton's 'Removing barriers to school attendance' document. We follow the Department for Education's statutory guidance Working together to improve school attendance.

We maintain admission and attendance registers in accordance with statutory requirements. Where a pupil is removed from roll, we do so only in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and local authority procedures.

We complete the web-based form as soon as one of the grounds for deletion has been met - <http://www.bolton.gov.uk/schoolsadminremove>

If a child is believed to have left Bolton with no forwarding address, a CME 1A form is completed and sent to onrollgonemissing@bolton.gov.uk. The child remains on roll until reasonable checks have been carried out. Any other CME enquiries are emailed to: childrenmissingeducation@bolton.gov.uk

If a student is absent for four or more days, a home visit will be undertaken to establish contact and ensure the child's safety and wellbeing. If no contact is made any agencies working with the family, will be contacted to query if they have visited and seen the pupil recently. If they have, we require confirmation in writing is then logged on our MIS system and CPOMS. For any student who is absent and has a child protection plan or is looked after but placed at home, we submit the online form to the Early Intervention

Service on the first day of absence before 10:30am. The Early Intervention Service duty team will then conduct a home visit the same day.

Where persistent or severe absence continues despite support and intervention, we will consider whether circumstances may indicate neglect or another safeguarding concern and will make appropriate referrals.

12.17 Children Going Missing from School Site

If a child leaves the school site without permission or cannot be located, the Academy Lead or member of SLT will be informed and parents contacted. All efforts will be made to locate the child. The risks will be assessed, such as age and vulnerability of the child and any associated risks (e.g., self-harm or exploitation) and if appropriate the police will be contacted. We follow the procedures outlined in the School's Missing Guidance and [Bolton's Missing protocol](#). Please also see the absconding section within our behaviour policy.

12.18 Late Collection or Non-Collection of a Child

If a parent/carer does not arrive to collect a child, efforts to contact the parent/carer and all emergency contacts will be made. If a child has a social worker, social care will be contacted. If all efforts have been exhausted, where possible we will make a home visit. If this is unsuccessful, the police will be contacted. Depending on the reason for late/non-collection, we will monitor the situation and if this re-occurs, Early Help or a referral to the Integrated Front Door will be considered.

13. Looked After Children

A looked after child is a child who is in the care of a local authority or provided with accommodation by a local authority for a continuous period of more than 24 hours, in accordance with Sections 20 and 21 of the Children Act 1989, is subject to a care order under Part IV of the Children Act 1989, or is subject to a placement order.

We ensure appropriate staff have the information they need regarding a child's looked after status, care arrangements and contact arrangements with parents or others with parental responsibility. We understand the levels of authority delegated to carers by the local authority and work closely with relevant agencies to safeguard and promote the child's welfare and educational achievement.

We recognise the particular vulnerabilities and educational needs of looked after and previously looked after children and work to ensure they receive appropriate support to achieve positive outcomes.

13.1 The Designated Teacher

Our Designated Teacher is **Gareth Webb**. They work with the local authority to promote the educational achievement of our registered students who are looked after. With the commencement of sections 4 to 6 of the [Children and Social Work Act 2017](#), our Designated Teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders.

The Designated Teacher chairs and leads on Personal Education Plans (PEP) to ensure the child's progress towards education targets is monitored. For further information on the role of the Designated Teacher, see **Appendix 7**.

13.2 Virtual School Head

The Virtual School in Bolton is led by the Virtual School Head Lindsay Nelson. The Virtual School exists to support and challenge all those involved in the education of Looked After Children. The Virtual School team works in partnership with the child's educational setting to ensure they are supported to fulfil their potential at all stages of their education.

The team ensures they are receiving a suitable education, wherever they are living, and monitors their attendance, attainment and progress.

The Designated Teacher works with the Virtual School to ensure Looked After Children in our setting have an accurate and reflective Personal Education Plan (PEP) which gives an overview of their learning and monitors their attainment and progress. Pupil Premium Plus is closely monitored to ensure it is being utilised to support the needs identified in the PEP.

The Virtual School also has a statutory duty to promote the education of Previously Looked After Children and provides information, advice and guidance to education establishments and their families.

The Virtual School also has a non-statutory responsibility to promote the educational outcomes including attendance, attainment and progress of children with a social worker and those living under kinship care arrangements.

14. Private Fostering

By law our Local Authority must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement.

If a member of staff believes a child may be privately fostered, they must inform the Designated Safeguarding Lead, who will contact the Integrated Front Door.

15. Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges both online and offline. We recognise children with SEND may be more vulnerable to abuse, neglect, exploitation and bullying and may experience barriers to reporting concerns.

We ensure that:

- Staff are aware children with SEND may be at heightened risk of abuse and neglect
- Assumptions are not made that indicators of possible abuse (behaviour, mood changes, injuries, attendance concerns or communication differences) are solely related to SEND without further exploration
- Staff remain alert that children with SEND may be disproportionately impacted by bullying, abuse, neglect, exploitation, online harms and child-on-child abuse, without outwardly displaying signs
- Communication barriers do not prevent children from expressing their views, wishes and feelings, and staff use appropriate strategies and support to facilitate effective communication
- The DSL and SENCO work closely together whenever there are safeguarding concerns

We recognise that a child's SEND must never be used as a reason to minimise, dismiss or overlook safeguarding concerns. We refer to guidance on Restrictive interventions

including use of reasonable force guidance and Reducing the need for Restraint. We signpost families to Bolton's SEND local Offer and refer to SEND Code of Practice 0-25yrs and Supporting Pupils with Medical Conditions.

16. The Child's Voice and Daily Lived Experiences

We are proactive and take positive steps to inform students of their rights to safety and protection and the options available to express their fears or concerns. We have systems in place to ascertain our students' wishes and feelings and understand their daily lived experiences. Where there is a safeguarding concern, we seek the views of the student. All our systems operate with the students' best interests at heart.

Children and young people can report a worry or concern in a number of ways. These are;

- Pupil voice during assemblies
- Anonymous pupil voice box
- Opportunities throughout the day to talk to their trusted adult.
- DSL and DDSL available across both sites and present throughout the day.
- Safe spaces available across the school
- Information displayed around the school for outside reporting services.

We regularly remind students of the methods they can use to report concerns and will listen carefully, treat all concerns seriously, and take appropriate action in response to any concerns identified.

17. Early Years Foundation Stage

N/A

18. Whistleblowing

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime. Appropriate whistleblowing procedures are in place for such concerns to be raised with our management team, initially the Designated Safeguarding Lead.

Our Whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Academy Lead. Complaints about the Academy Lead should be reported to the Chair of Governors, Emma Fletcher. You can contact her via email at;

efletcher@thornleigh.bolton.sch.uk

Staff can also refer to the NSPCC Whistleblowing Advice Line if:

- They feel we don't have clear safeguarding procedures to follow
- Their concern won't be dealt with properly or may be covered-up
- They have raised a concern, but it hasn't been acted upon
- They are worried about being treated unfairly

Staff can call about an incident that happened in the past, is happening now or they believe may happen in the future.

NSPCC Whistleblowing Advice Line: 0800 028 0285 | Email: help@nspcc.org.uk

19. Resolving Differences and Escalation Process

We recognise that effective partnership working is vital in ensuring children are safeguarded and positive outcomes are achieved. However, if we need to challenge practice, we will follow [Bolton's Challenge and Escalation processes](#).

20. Managing Allegations Against Those Who Work with Children

Bolton's First Steps flow chart is displayed around our building and will be followed in the event that there is a concern about a member of staff, supply teacher, trainee teacher, volunteer or contractor (see **Appendix 6**). Allegations against staff will be reported to the Headteacher. Allegations against the Headteacher will be reported to the Chair of Governors/trustees.

We will not wait to act if a student is at risk of significant harm; we will immediately contact the Police or Integrated Front Door. We will also contact the Local Authority Designated Officer (LADO) using the LADO portal and use guidance from [The Safer](#)

[Recruitment Consortium Guidance for Safer Working Practice](#). A tracking form will be used to record all allegations and actions taken. This is recorded on the school's LADO allegations tracking spreadsheet, which follows a standard pro forma to ensure all required information is captured consistently.

20.1 Staff Who Are the Subject of an Allegation

Any concern or allegation about an adult working in, or on behalf of, the school, including agency staff, contractors, volunteers, visitors and other individuals not directly employed by the school, will be reported and managed in accordance with Part Four of Keeping Children Safe in Education and local procedures for [managing allegations against adults who work with children](#).

20.2 Transferable Risk

Safeguarding concerns may arise from an individual's behaviour outside the school environment. Such behaviour may indicate that an adult is unsuitable to work with children and may present a risk to students; this is known as transferable risk. Where concerns are identified, we will undertake an assessment of any potential risk to children and take appropriate action. Where there is uncertainty, advice will be sought from the Local Authority Designated Officer (LADO).

20.3 Low Level Concerns

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including behaviour outside of work. Such concerns may arise from a sense of unease or a 'nagging doubt' about an adult's behaviour towards a child and do not meet the harm threshold or otherwise require referral to the LADO.

Low-level concerns should be reported to the Headteacher who will record the concern, review any previous concerns, and determine any necessary action. The Headteacher will make the final decision regarding the response to the concern. Where there is uncertainty as to whether the harm threshold has been met, or where a pattern of concerns is identified, advice will be sought from the LADO.

Records of low-level concerns will be retained and recorded on the school's LADO allegations tracking spreadsheet, which follows a standard pro forma to ensure all

required information is captured consistently. Repeated concerns or allegations that have been determined to be false, unfounded, unsubstantiated or malicious will not be included in employment references. Substantiated safeguarding allegations that meet the harm threshold will be included in references where appropriate.

See Part Four, section two of KCSIE.

21. Safer Recruitment

We will prevent people working at Park School who pose a risk of harm by adhering to statutory responsibilities and using the Disclosure and Barring Service. We take proportionate decisions on whether to ask for any checks beyond what is required and ensure volunteers are appropriately supervised. We have written recruitment and selection policies and procedures in place. We utilise information from The Safer Recruitment Consortium, in particular [Guidance for Safer Working Practice for those working in Education settings](#).

At least one person who conducts the recruitment process and interview has completed safer recruitment training.

Also see our Trust safer recruitment, disclosure, and barring policy.

22. Arrangements for Individuals Coming Onto Our Premises

When services or activities are provided under the direct supervision or management of our staff, our arrangements for child protection will apply to those services/activity providers. An assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will take place.

However, where services or activities are provided separately by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with us on these matters where appropriate.

We ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Park School will:

- Meet with the person/s prior to session taking place and share our academy vision and values, and understand the content of the delivery including the age appropriateness
- Conduct the relevant checks if the person/s are working with students without supervision (in most cases individuals will be supervised by other staff throughout their time in the academy)

23. Useful Contact Details

Contact	Number/Email
Integrated Front Door	01204 331500
Emergency Duty Team – Out of Hours	01204 337777
Children's Child Protection Unit	area.cpc@bolton.gov.uk
Local Authority Designated Officer (LADO)	LADO@bolton.gov.uk
Safeguarding in Education Team	SET@bolton.gov.uk
Virtual School	Virtual.school@bolton.gov.uk
Child Missing Education	childrenmissingeducation@bolton.gov.uk

APPENDIX 1

Child Protection and Safeguarding Policy for Parents and Carers

Introduction

We strive to ensure that all our students remain safe and free from harm, and we are committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, we have a legal duty to safeguard and promote the welfare of children and young people, and to have a child protection policy and procedures in place, which should be shared with you, to address concerns about the safety and protection of children and young people. We follow both local guidance and national guidance to [KCSIE](#) and [Working together to safeguard children](#).

Through our day-to-day contact with students, and direct work with families, our staff have a crucial role to play in noticing indicators of possible abuse, neglect, and exploitation. Parents/carers should be aware therefore, that where it appears to a member of staff that a child or young person may have been abused, exploited or neglected, we are required, as part of the local child protection procedures to report this concern to Children's Social Care (known as the Integrated Front Door) immediately. Therefore, to avoid any misunderstandings, parents/carers of students who sustain accidental injuries such as cuts/bruises/fractures should inform us **without delay** and explain the cause.

Principles • Children and young people have a right to be safe. • Parents/carers have a right to be informed of any concerns unless this would compromise safety. • Children and young people are best protected when we work together with parents/carers.	Partnership • Parents and carers are encouraged to speak to us if they have any concerns. • We will inform parents/carers of any concerns we have and will offer help and support as necessary. • We will involve parents/carers and actively encourage them to participate in any meetings regarding their child. • We will consult with other agencies when we have concerns that a child or young person may have been abused, neglected, or exploited. • When it is practical and safe to do so, we will attempt to speak to you regarding sharing information, providing this does not put anyone at risk.
Prevention • We aim to offer help and support at the earliest opportunity as needs emerge (Early/family Help).	Responding to Concerns • We listen to children's concerns and take these seriously. We may work with the child to gather their views and daily lived experience. • We will listen to parents/carers who raise concerns about their child and offer support.

● We have a comprehensive PSHE curriculum that teaches our students about keeping safe. ● We will take positive action to prevent children and young people from abuse, neglect, and exploitation through the development of an open culture that informs children and young people of their rights and encourages them to speak about any concerns. ● We will provide parents/carers with information to help you to keep your child safe out of school.	● We will refer all allegations or concerns that a student has been, or is likely to be, abused, neglected, or exploited to The Integrated Front Door. ● We will put support in place if we are aware of any concerns this may include completing an Early/family Help Assessment.
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Child on Child Abuse

- Abuse of children by other children will not be tolerated and will be treated seriously. Child on Child abuse can include but not limited to:
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships (teenage relationship abuse)
- Physical abuse, including assaults
- Serious violence and threats involving weapons
- Sexual violence
- Sexual harassment
- Sharing nude or semi-nude images without consent
- Upskirting
- Initiation or hazing-type violence and rituals

Parents/carers will be kept informed of actions taken. Concerns that meet the significant harm threshold will be referred immediately to Children's Social Care (The Integrated Front Door).

Parents/carers or students can report abuse by contacting social care on 01204 335100 or report through the NSPCC [Helpline](#).

We will ensure students are listened to, their views are taken seriously, and support is put in place. This may include a safety plan. Sanctions will be put in place for students accused where required and support offered to all children involved.

Emotional health and wellbeing

- We aim to support any students who experience any difficulties with their emotional health and wellbeing. Please speak to a member of staff for more details and support can be accessed at Be Kind to My Mind [here](#)

Domestic Abuse

- As part of Operation Encompass, we receive notifications from the police relating to domestic incidents where there are children related to either of the adult parties involved. The aim is for us to offer advice and support.

- Parents and carers are encouraged to speak to us about domestic abuse.
- Services can be accessed at Fortalice [Fortalice - Domestic Abuse Charity Bolton - 01204 365677](#) and [Endeavour Project](#) 01204 394842.

Online Safety

- Children can be harmed and abused online and therefore we have measures in place to protect them. We also teach students how to keep safe online. We have systems in place to monitor online activity in school and ensure harmful content is blocked. See our online safety policy which is in the Trust section of our website.
- It is important that Parents/carers have adequate safety measures in place at home, that children receive consistent messages of how to keep safe online and that they are appropriately supervised. [Parents and Carers - UK Safer Internet Centre](#)

Child Protection Strategy Meetings and Conferences

- If circumstances require, a member of our staff will attend strategy meetings and child protection conferences and will share information. This information for CP conferences will be shared with parents/carers beforehand where possible. We will keep confidential child protection records separately from a student's academic records. And these will be transferred to their future school/college.

Confidentiality

- Information from any source, including parents, about possible child abuse cannot be kept confidential however this will only be shared with relevant appropriate professionals.
- Information and records about children who have a Child Protection Plan will be given only to those people who need it and will be kept strictly confidential by them.

If parents have any concerns, they should contact: Rachael Toole or Gareth Webb.

APPENDIX 2

Role of the Designated Safeguarding Lead can be found in Annex B in Keeping Children Safe in Education 2026. [Keeping Children Safe in Education 2026](#)

APPENDIX 3

GUIDANCE FOR SAFEGUARDING RECORDS

What is a “welfare concern”?

Concerns may arise in one or more of the following areas:

- The student’s behaviour
- The student has a physical injury.
- The student makes a disclosure or allegation.
- The student’s physical presentation
- Information from or observation of behaviour from a parent/carer or any other person

What to record

- Date and your details – avoid using initials.
- The incident / event / observation of concern described clearly and concisely.
- Written using straightforward language and fact and opinion are differentiated.
- If recording a disclosure, the student’s own words are recorded and any questions asked are included.
- Physical marks and injuries are recorded on a body map where appropriate (See Appendix 4)
- All actions taken.
- Rationale for decision making.
- If using an electronic database such as CPOMS/BROMCOM, scan in handwritten notes taken when a student makes a disclosure and body maps when there is a physical mark or injury and make reference to this in the chronology.

How to record actions taken in response to staff concerns

When a welfare concern is recorded, it is important that this is checked to ensure sufficient detail has been recorded and has been dated and signed by the staff member who has reported the concern. If there are any other documents referred to in the record, ensure these are attached and where appropriate are also dated and signed.

It is important that a record of the action taken in response to every welfare concern is documented on CPOMS. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring specific aspects of the student's presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents, student, Social Care and other agencies or services), including rationale, actions and outcomes.
- Professional consultations
- Conversations with parents/carers
- Letters sent and received
- Direct work e.g. Day in the life, 3 houses and any check-ins.
- Early/family Help Assessments and reviews
- Any referrals (both for external and education-based services)

APPENDIX 4

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Body maps can be found on Cpoms and must be recorded accurately. (see example below)

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to The Integrated Front Door or allocated social worker if already an open case to social care.

When you notice an injury, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury – in appropriate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury – if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the student feel hot?
- Does the student feel pain?
- Has the student's body shape changed? Are they holding themselves differently?

Ensure First Aid is provided where required and record this.



CPOMS

Dashboard
Reporting
Planner
Library
Admin
Account Settings
Support

Park School Teaching Service

+ Add Incident

⋮

Remind Me

Hide Names

Blank Screen

👤

There are possible student transfers awaiting your action.

System Bodymap

Clear new points

Clear existing points

Front

Back

Date/Time

30/09/2024 12:55

Status

Active

Monitoring will end if you select 'No Further Action'

Assign to

Live Chat



CPOMS

Dashboard
Reporting
Planner
Library
Admin
Account Settings
Support

Park School Teaching Service

+ Add Incident

⋮

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Blank Screen

👤

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System Bodymap

Clear new points

Clear existing points

Front

Back

Date/Time

30/09/2024 12:55

Status

Active

Monitoring will end if you select 'No Further Action'

Assign to

Begin typing a staff member's name

Files

Live Chat

APPENDIX 5

CPOMS log for medical issues for in the home or outside of school and in school



CPOMS
A KAPPA TECHNOLOGIES COMPANY

Dashboard

Library

Account Settings

Support

Park School Teaching Service

+ Add Incident

Elevate Your Access

Hide Names

Blank Screen

Student

Incident

Categories

Maps

Actions taken

Outcome

Date/Time

Assign to

Status

Begin typing a student's name

Begin typing a student's name

Category Suggestions

☐ Absconding ☐ All Staff ☐ Attendance ☐ Behaviour ☐ Bullying ☐ Child on child behaviour ☐ Child protection ☐ confiscation ☐ Discriminatory/prejudice behaviour direct to an adult or group of people ☐ Encompass ☒ Medical issues. ☐ Meetings ☐ Mental Health. ☐ Missing from home ☐ Monitoring notification ☐ Online safety concerns ☐ Positive Comments from External Source ☐ Restrictive intervention ☐ Safeguarding concern ☐ Search ☐ therapy ☐ voice of the child ☐ Weekly check in CP/CLA pupils

Medical issues. Subcategories

☐ accident at home or outside of school ☐ in school



16/09/2026, 13:00

Begin typing a staff member's name

Active

Monitoring will end if you select 'No Further Action'

APPENDIX 6

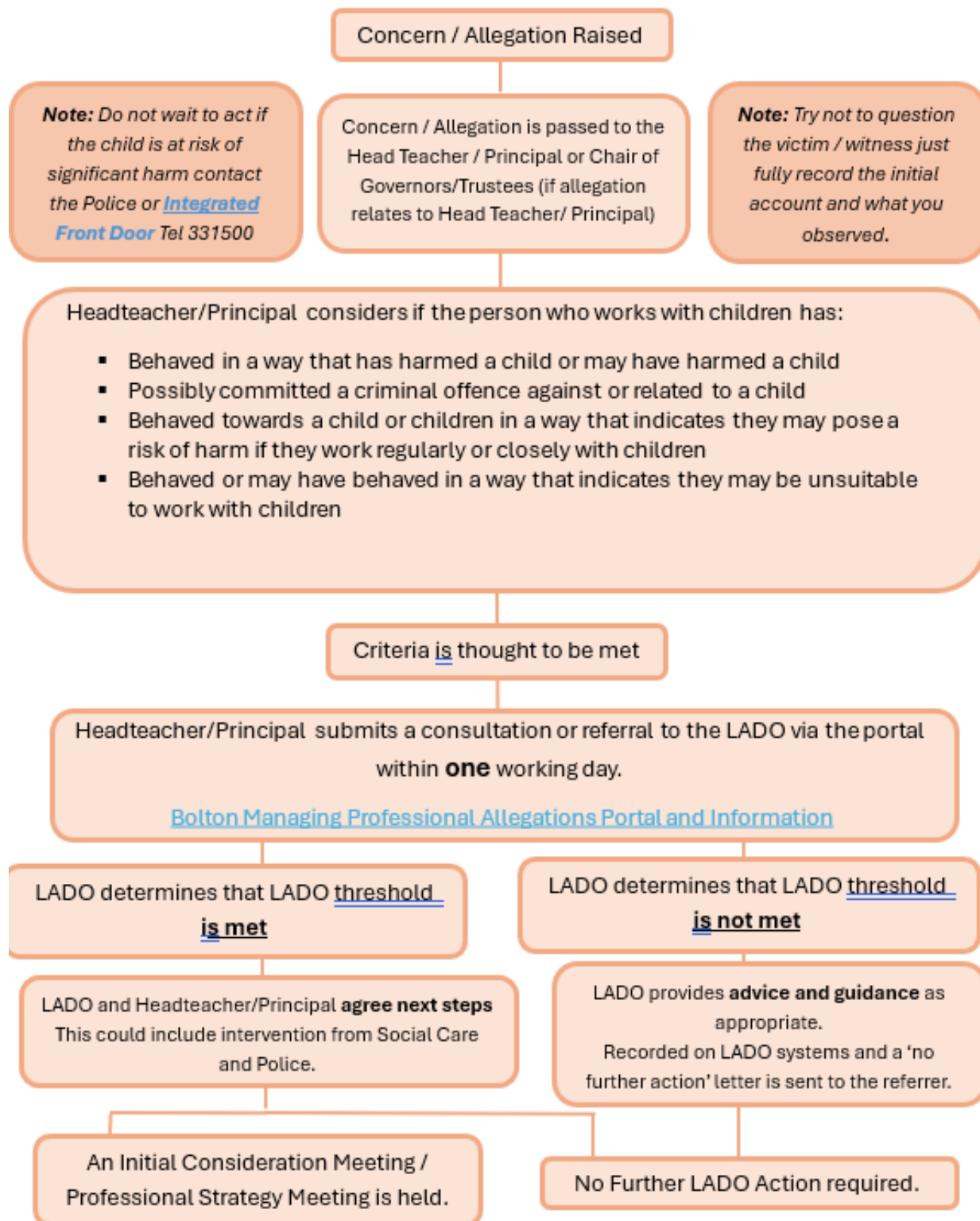


Bolton
Safeguarding
Children

Managing Professional Allegations

Local Authority Designated Officer (LADO)

'First Steps' (For schools and colleges)



APPENDIX 7

The Role of the Designated Teacher for Children Looked After (CLA) within the school.

The Designated Teacher has a leadership role in promoting the educational achievement of every CLA on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every CLA matters and their personal, emotional and academic needs are prioritised.

The Designated Teacher has lead responsibility for helping school staff to understand the things which can affect how CLA learn and achieve. Everyone involved in helping CLA achieve should:

- Have high expectations of CLA's involvement in learning and educational progress.
- Be aware of the emotional, psychological, and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences.
- Understand the reasons which may be behind a CLA's behaviour, and why they may need more support than other children, but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving.
- Understand how important it is to see CLA as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers.
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status.
- Create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential.
- Have the level of understanding of the role of social workers, virtual school head (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

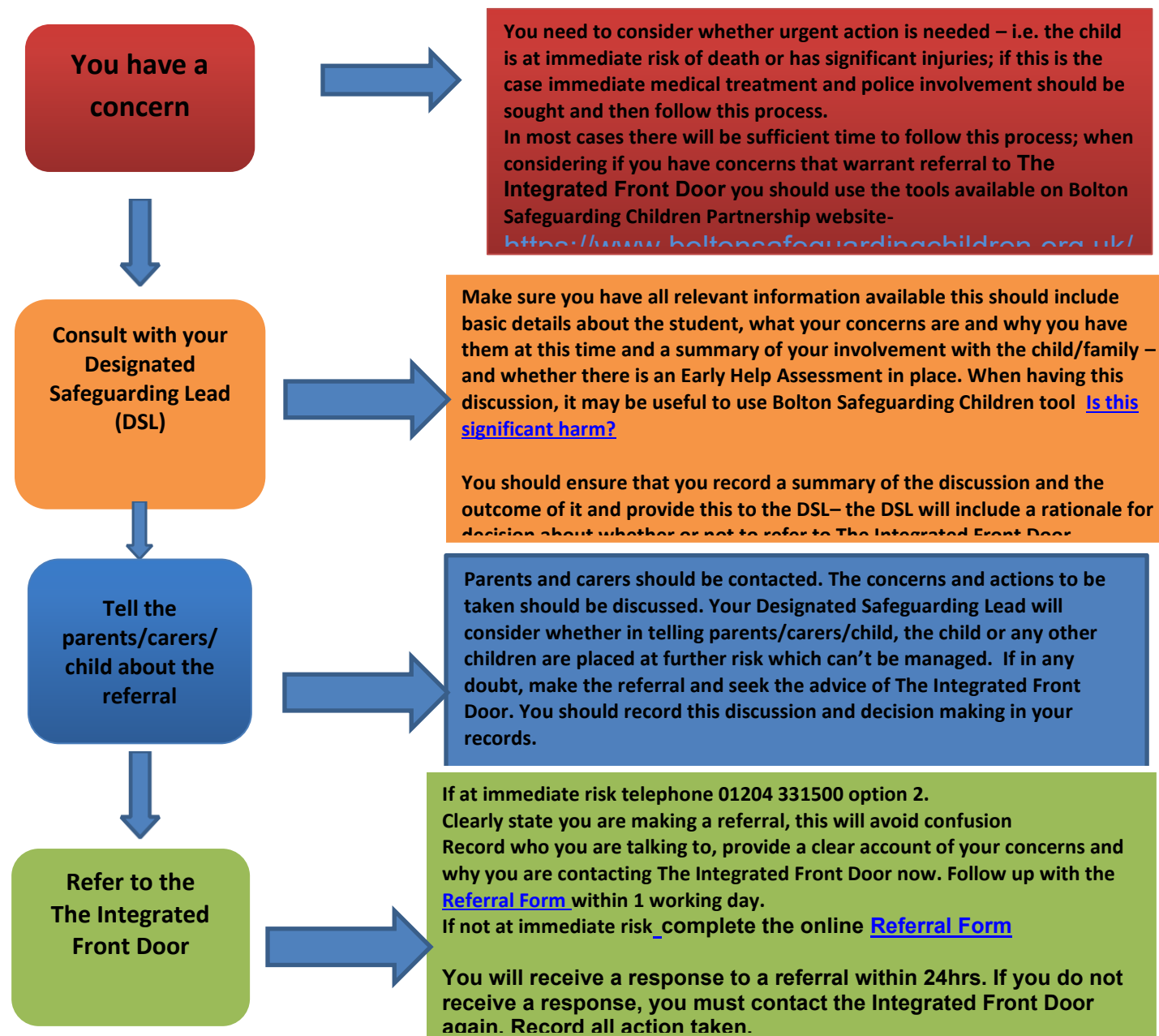
In promoting the educational achievement of looked after students the Designated Teacher will:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put CLA at a disadvantage.
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a CLA's learning. An account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve.
- Promote a culture in which CLA believe they can succeed and aspire to further and higher education.
- Promote a culture in which CLA are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual students who are looked after.
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of CLA and help them and their teachers understand where they are in their learning, where they need to go and how to get there.
- Make sure that CLA are prioritised in any selection of students who would benefit from one-to-one tuition and that they have access to academic focused study support.
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home.
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary.

APPENDIX 8

Quick Guide to making a referral

PRACTITIONERS QUICK GUIDE TO MAKING A REFERRAL TO THE INTEGRATED FRONT DOOR



At the end of the call you should know what is going to happen next, the timescales for action and what your role in this will be. When making a referral refer to [Useful information when making a Child Protection referral](#)

If the Integrated Front Door does not agree that social work involvement is needed you should listen to their reasoning for this and their advice about alternative action – including recommendations to use early help processes; if at the end of this you still do not agree then you should refer to [Bolton's Challenge and Escalation Process](#).

You should ensure that the child and their family continue to be supported and kept safe while awaiting resolution.

If you know there is an Early Help Assessment and Plan open but you are not the Lead Professional, you should tell the Lead Professional about the action you have taken and why as soon as possible; if you are not sure if there is an Early Help Assessment you can check with the Early Help Access Point who will let you know and share details of the Lead Professional where one is identified – it would be good practice to share this information with the Lead Professional. If you are the current Lead Professional making the referral and there is an Early Help Assessment and Plan in place, this should be updated to include the referral information - this helps to avoid duplication and gives the social worker the best possible information from which to start their assessment. Remember to also send a secure copy to the Early Help team at BoltonISA@bolton.gov.uk

```
graph TD; A[Police send information of the Domestic abuse incident to school encompass email.] --> B[Key adult/DSL reviews the police information and any information held in school]; B --> C[Discuss with appropriate teacher and agree support for the child]; C --> D[Share the support approach with any other staff in the school who offer direct support to the child]; D --> E[Identify and record the outcomes and impact of your action]; E --> F[Outcomes could include, Early Help, referral to support agencies, parental support  
*Report termly data to SET@bolton.gov.uk]; B --> G[Use professional judgement and consider what action to take e.g. Early Help Assessment is needed or referral to Children's Social Care]; C --> G; G --> H[USEFUL CONTACTS: -  
• Safeguarding in Education Team SET@bolton.gov.uk  
• Police boltonopencompass@gmp.police.uk  
• Integrated Front Door 01204 331500  
• Early Help Team 01204 331500 option 1  
• OE Teachers' National Helpline on 0204 513 9990  
• Fortalice- 01204 365 677  
• Endeavour- 01204 394842]; H --> I[Record actions and decision making];
```

The flowchart outlines the process for responding to domestic abuse incidents in schools. It begins with the police sending information to the school via email. A key adult or Designated Safeguarding Lead (DSL) then reviews this information along with any existing school records. This is followed by a discussion with the appropriate teacher to agree on support for the child. The support approach is then shared with other staff who provide direct support. Finally, the outcomes and impact of the actions are identified and recorded. A side path from the review stage involves using professional judgement to consider further actions like Early Help Assessment or referrals to Children's Social Care. A central box lists useful contacts for support. A large vertical arrow on the right indicates that all actions and decisions should be recorded.

Police send information of the Domestic abuse incident to school encompass email.

Key adult/DSL reviews the police information and any information held in school

Discuss with appropriate teacher and agree support for the child

Share the support approach with any other staff in the school who offer direct support to the child

Identify and record the outcomes and impact of your action

Use professional judgement and consider what action to take e.g. Early Help Assessment is needed or referral to Children's Social Care

USEFUL CONTACTS: -

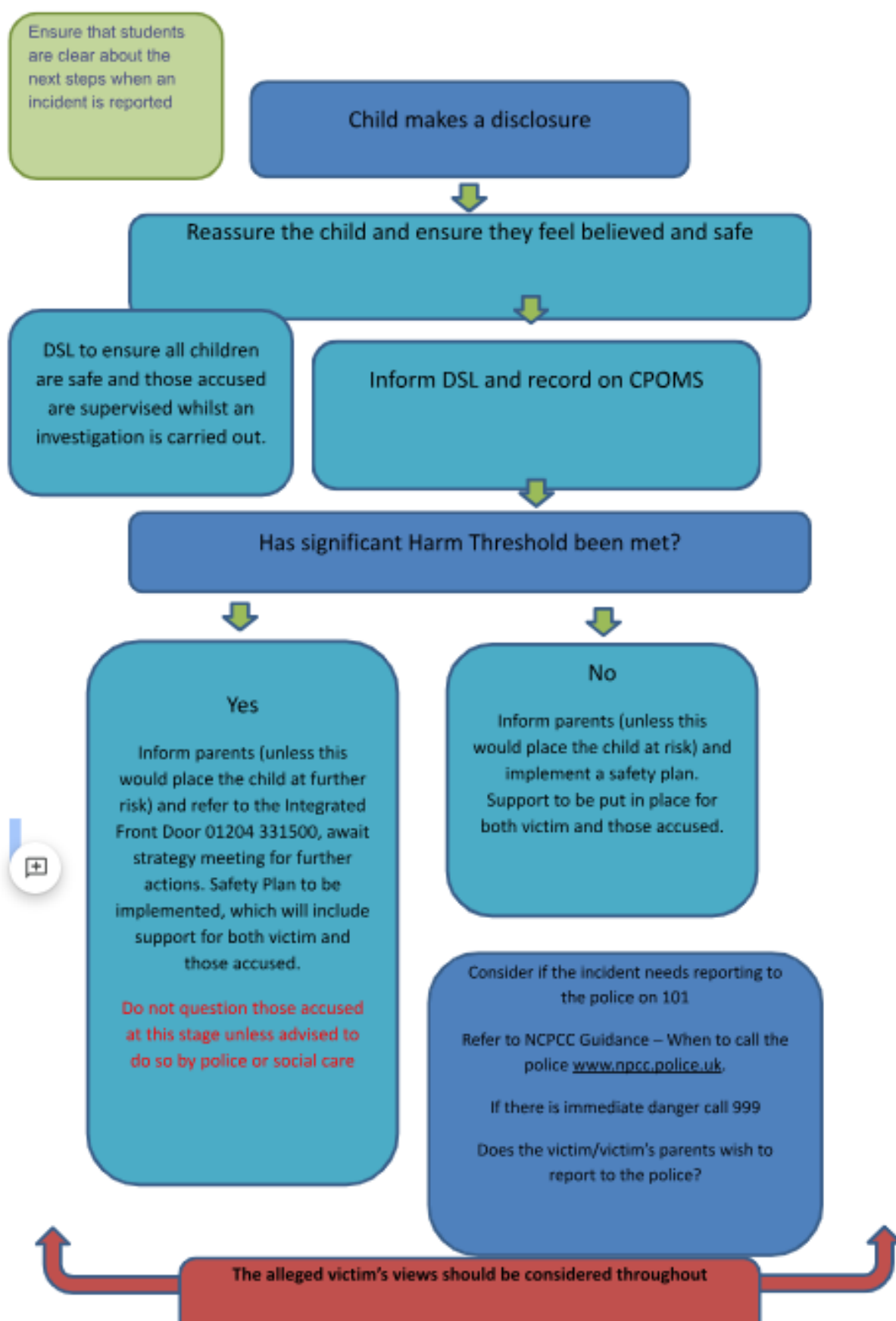
- **Safeguarding in Education Team**
SET@bolton.gov.uk
- **Police**
boltonopencompass@gmp.police.uk
- **Integrated Front Door**
01204 331500
- **Early Help Team**
01204 331500 option 1
- **OE Teachers' National Helpline**
on 0204 513 9990
- **Fortalice-** 01204 365 677
- **Endeavour-** 01204 394842

Outcomes could include, Early Help, referral to support agencies, parental support

***Report termly data to SET@bolton.gov.uk**

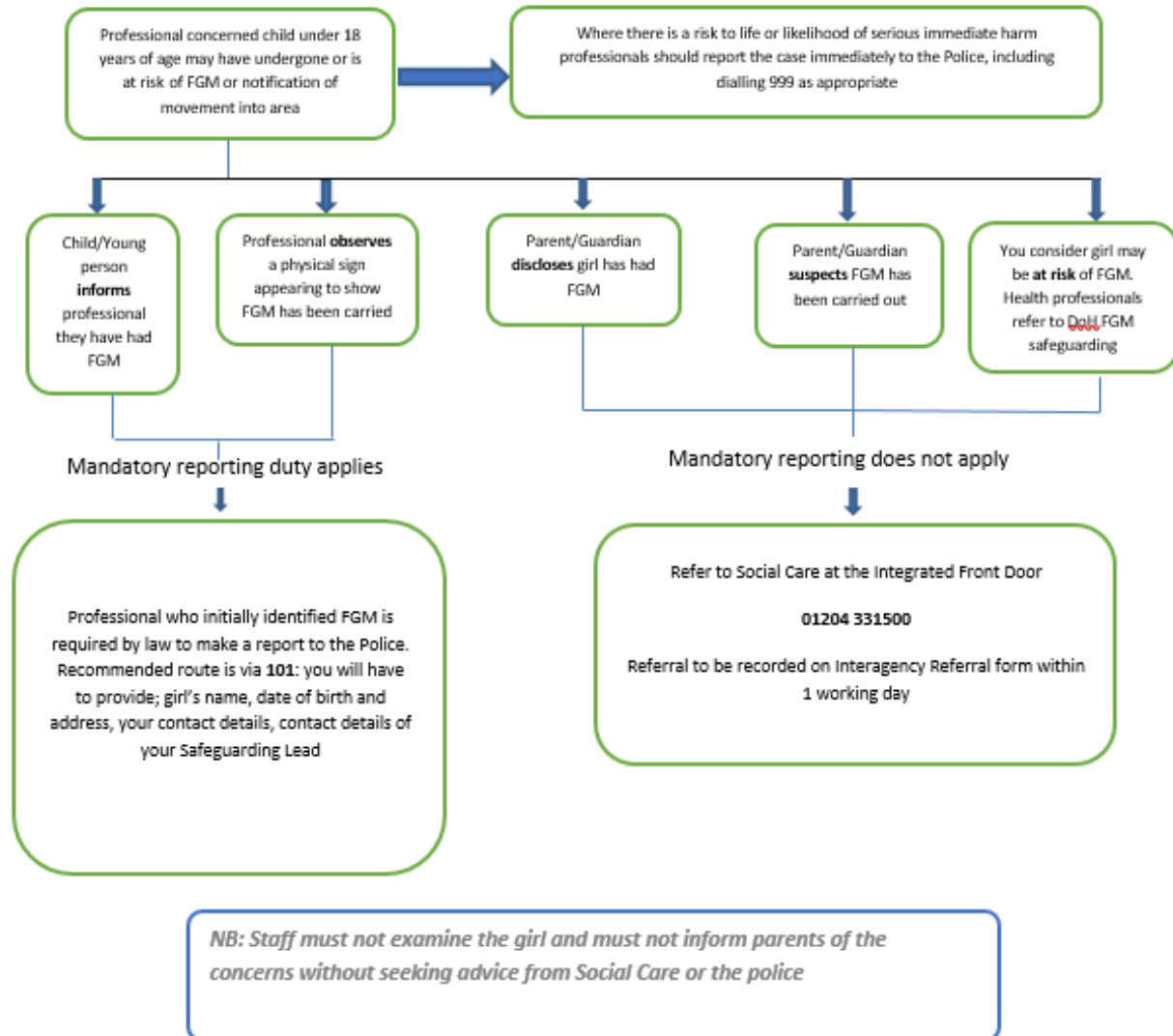
Record actions and decision making

APPENDIX 10- Sexually Harmful Behaviour, Violence and Harassment Flowchart



APPENDIX 11- FGM Flow chart

REPORTING FEMALE GENITAL MUTILATION



APPENDIX 12-



Safeguarding and Child Protection declaration 2026-2027

I can confirm I have read Park School's Safeguarding and Child protection policy and I am committed to implementing this within my role.

Name.....

Signed.....

Date.....