



**PARK HALL**  
ACADEMY

## Safeguarding policy

Park Hall Academy

Name of Policy	Safeguarding Policy
Lead	Mr Gregory, Deputy Headteacher
Governor Committee	BSII Committee
Governor Approved	November 24
Review Frequency	Yearly
Next Review	November 2025

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## Key contacts

	Name	Contact details
Associate Headteacher	Dr T Close	0121 748 0400
Designated safeguarding lead (DSL)	Mr S Gregory	0121 748 0400
Deputy designated Safeguarding lead	Mrs H Downing	0121 748 0418
Senior mental health lead	Mr T Robinson	0121 748 0476
Safeguarding link governor	Mrs J Hirons	
Designated teacher for looked after and previously looked after children	Mr S Gregory	0121 748 0400
Data Protection Officer	Mrs R Churchill	0121 748 0400
IT Manager	Mr K Fisher	0121 748 0469

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# Child-focused approach to safeguarding

## Introduction

The purpose of this policy statement is:

- to protect children and young people who attend Park Hall Academy from harm;
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to safeguarding.

This policy applies to everyone.

## Policy context

This policy is derived from a variety of legislative provisions and statutory guidance. In particular, it is based upon the requirements and best practice outlined in:

- Keeping Children Safe in Education 2024 (KCSIE)
- Working Together to Safeguard Children 2023 (WTSC)
- Ofsted: Education Inspection Framework' 2024
- Framework for the Assessment of Children in Need and their Families 2000
- Solihull MBC Safeguarding Children Procedures
- Early Years and Foundation Stage Framework 2023 (EYFS)
- Digital and technology standards for schools and colleges (2023)

Section 175 of the Education Act 2002 (or Section 157 in relation to independent education provisions, academies and post-16 providers) requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

## Safeguarding statement

Park Hall Academy recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and

learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Park Hall Academy believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Park Hall Academy recognises the importance of providing an ethos and environment within school/college that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

**Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

**Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

**Support:** for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

**Working with parents and other agencies:** to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

## Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies

to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the Park Hall Academy website.

## Leadership and Management of Safeguarding

### Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor.
- Liaising with the Associate Headteacher and/or designated staff over safeguarding matters. This is a strategic role rather than operational; governors will not be involved in concerns about individual pupils.
- Supporting the Associate Headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity.
- Ensuring school leaders report to the governing body at least annually.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.

- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the Associate Headteacher. In the event of allegations of abuse being made against the headteacher, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

## Specific Safeguarding Roles in School

The nominated safeguarding governor is: Mrs Jan Hirons. She is responsible for safeguarding and to champion good practice; to liaise with the Associate Headteacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Mr Spencer Gregory and is a member of the Senior Leadership Team.

The Associate Headteacher Dr Toby Close leads on safer recruitment work. (In the event of the recruitment of a headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (EASEE) lead is Mr Spencer Gregory

The case manager for dealing with allegations of abuse made against school staff members is the Associate Headteacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The case manager for dealing with allegations against the Associate Headteacher is Mrs Jan Hirons the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The designated teacher for Looked After Children is Mr Spencer Gregory and will liaise with the DSL as appropriate.

The Personal, Social and Health Education lead is Mrs Cullum Kenyon

The Medicines in school lead is Mr Joe Jones

The First Aid lead is Mr Joe Jones

The Online safety lead is Mr Spencer Gregory

The Preventing radicalisation lead is Mr Spencer Gregory

The Behaviour and anti-bullying lead is Mr Spencer Gregory

The Equality and Diversity lead is Miss Charlotte Bartlett

The Health and Safety lead is Mr Simon Woodfield

The Educational Visits lead is Miss Charlotte Bartlett

The Attendance lead is Mr Spencer Gregory

All staff:

Have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of keeping Children Safe In Education (DfE September 2024). This training and induction is proportionate to their role and responsibilities.



## Safeguarding policies and procedures

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our child protection policy which can be viewed in the policies section on our website.

## Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

## Safeguarding in the School Curriculum

As a school we will ensure that pupils are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum; for example through history, English, drama, and RE; and in particular the personal, social and health and economic education (PSHE), including relationships and sex education in secondary schools, as well as health education in all state-funded schools. Building confidence and resilience in pupils, ensuring that they know when and how to seek help, and promoting fundamental British Values are integral to this. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to; recognise abuse and when they or others are at risk of harm. This includes broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

### Relationships and Sex Education

Our Relationships and Sex Education policy outlines our approach to teaching relationships and sex education across the school including how we meet our statutory responsibilities in this area. It is underpinned by our values and complements and is supported by a range of other policies including: policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

### Drug and Alcohol Education/Managing Substance Related Incidents

Our Drug and Alcohol Education/Managing Substance Related Incidents policy outlines the school's approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents.

## Online and Digital Safety

Our online safety policies and procedures are framed within *Keeping children safe in education (2024)*

We have a whole school approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate.

Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum. Our **online safety curriculum** is broad, relevant and provides progression, with opportunities for creative activities.

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home.

#### Acceptable use policies

We have **acceptable use policies** for pupils, staff and visitors. Each of these includes the sanctions that will be applied should a user fail to follow their AUP.

#### Filtration and monitoring

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

#### Use of social media

We have a **social media policy** for our **staff** which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with students; in their wider professional work; and in their personal life.

We have a **code of conduct** and a **social media policy** for our **governors** which makes clear what standards are expected of governors and their use of social media. It also explains the consequences of inappropriate behaviours.

#### Mobile technologies – using connected and recording devices

*These include (as examples) mobile phones, smartphones, tablets, cameras (still and video), audio recording devices, wearable technology and IOT devices.*

All mobile technology used on our premises or by our staff and [pupils/students] on school activities elsewhere is covered by our **mobile technology policy**.

We have a separate **BYOD (bring your own device) policy** for personally-owned devices used in connection with school activities.

#### Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including pupils) to capture curriculum activities, wider activities or as celebrations of school life. We have separate

guidelines that must be followed when making media recordings on our premises or as part of our activities elsewhere. However, for clarity:

- Written permission from parents or carers must be obtained before media recordings of students are published on the school website/social media or in the press.
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow school policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on school equipment unless there is prior agreement with the Associate headteacher
- All school media recordings will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the Associate Headteacher.
- Students must not take, use, share, publish or distribute media recordings of others without their permission.

#### Information and data security

We take information and data security seriously. We have a separate **data protection policy**, setting out how we comply with data protection legislation.

### Child Protection Safeguarding

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honourbased violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol), radicalisation and extremism, gangs, serious violence including youth violence (including knife crime) and peer on peer abuse.

#### Staff Code of Conduct

All staff are familiar with the code of conduct. This is issued at induction and revisited periodically. Any breach of the code of conduct should be brought to the attention of the headteacher where:

- A staff member self-reports that they have breached the code of conduct.
- A staff member is concerned by the behaviour of another member of staff who has appeared to have breached the code of conduct.
- A member of the management team has identified behaviour or conduct which may be in breach of the code of conduct

- It has come to the attention of a member of staff via another source that a staff member has breached the code of conduct.

### Behaviour and Anti-Bullying

All staff are familiar with our behaviour and anti-bullying policy. This is issued at induction and revisited periodically. Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

### Attendance

We ensure all pupils attend school regularly and act swiftly to address any nonattendance and persistent absence in line with our attendance policy.

### Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the Solihull multi-agency safeguarding hub (MASH) should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

### Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. • The designated safeguarding lead has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

### Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities.

We maintain a single central record which is reviewed by the safeguarding governor and AMAT safeguarding teams regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition from teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies :)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

### Managing Allegations

All staff are familiar with the provisions and procedures for managing allegations against staff, contractors/agency staff and volunteers (including governors/trustees)

An allegation about a member of staff, contractor/agency worker or a volunteer should be brought to the immediate attention of the headteacher.

An allegation about the headteacher should be brought to the immediate attention of the chair of governors.

Allegations can be brought directly to the attention of the local authority designated duty officer.

All concerns should be recorded and a chronology of concerns kept by the case manager (headteacher or chair of governors), ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil

The headteacher (allegation against a member of staff, contractor/agency worker or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised.

### Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime through the whistleblowing policy.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue which they may find stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate.