



# Park Street C of E Primary School



**POLICY:**

CHILD PROTECTION

**Date of approval:**

SEPTEMBER 2025

**Date of review:**

SEPTEMBER 2026

# Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

Flourish and  
"Let your light shine."  
Matthew 5:16

## Introduction

A whole-school, child-centred approach is fundamental to all aspects of everyday life at Park Street School. We strive to create a culture which enables children to express their wishes and feelings and feel able to talk to staff about anything that is important to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents, and carers to have the confidence and trust in our aspirations and goals and to know that collaborative working together is fundamental to creating and maintaining a shared approach to safeguarding.

## Important Safeguarding Contacts

### School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Monique Gregory	head@parkstreet.herts.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Katie Lewis	kewis@parkstreet.herts.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Victoria Duxbury	vduxbury@parkstreet.herts.sch.uk
Special Educational Needs Coordinator (SENCO)	Carly Tominey	senco@parkstreet.herts.sch.uk

### Non-school contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	<i>Strictly for professionals use only</i>

Hertfordshire County Council Children's Social Care	Customer service centre	Children's Social Care <a href="#">Report concerns about a child or request support   Hertfordshire County Council</a> Children's Services Out of Hours Service (SOOHS) 0300 123 4043
Family Help and Support	Families First website, information for parents, carers, and professionals. Professionals can access support from Families First Coordinators when supporting a family with an FFA or other targeted and intensive support.	<a href="http://familiesfirst.hertfordshire.gov.uk">Families First (hertfordshire.gov.uk)</a>
Prevent	Prevent referrals  Parent guidance  Advice line for members of the public  Channel helpline	<a href="https://thegrid.org.uk/assets/prevent-national-referral-form-2025.pdf">https://thegrid.org.uk/assets/prevent-national-referral-form-2025.pdf</a>  Parents' Booklet (educateagainsthate.com)  ACT Early   Prevent radicalisation 0800 011 3764  020 7340 7264
NSPCC	Helpline Email	0808 800 5000 <a href="mailto:help@NSPCC.org.uk">help@NSPCC.org.uk</a>
Police	Telephone	Emergency 999, non-emergency 101

## Legislation and Guidance

Section 175 of the Education Act 2002 places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils.

All education settings include:

Children Act 1989 (and 2004 amendment) - provides a framework for the care and protection of children

Serious Crime Act 2015, Female Genital Mutilation Act 2003 - places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Rehabilitation of Offenders Act 1974 - outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 - defines what 'regulated activity' is in relation to children.

The Human Rights Act 1998 - explains that being subjected to harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights - ECHR Official Texts - ECHR - ECHR / CEDH

The Equality Act 2010 - makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting pupils regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment

The Public Sector Equality Duty (PSED) | EHRC - explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This Child Protection policy is based on the Department for Education's (DfE's) statutory guidance.

Keeping Children Safe in Education (KCSiE) - sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18.

Working Together to Safeguard Children - is DfE guidance outlining what organisations and agencies must and should do to help, protect, and promote the welfare of all children and young people under the age of 18 in England.

Statutory guidance on the Prevent duty, Prevent duty guidance: England and Wales (2023) - all schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism".

Multi-agency statutory guidance on Female Genital Mutilation - sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The School Staffing (England) Regulations 2009 - sets out what must be recorded on the Single Central Record and the requirement for at least one person conducting an interview to be trained in Safer Recruitment techniques.

Hertfordshire Safeguarding Children Partnership (HSCP) - the three statutory partners (Hertfordshire County Council, Police and Health) have a joint and equal duty to ensure multi-agency safeguarding arrangements are in place at a local level, and that organisations and agencies are clear about how they will work together to safeguard children and promote the welfare of children.

Resolution of Professional Differences including Escalations - effective partnership working is key to keeping children and young people safe from harm. HSCP encourages constructive challenge as part of our culture of learning and partnership working. In May 2025, the HSCP published this revised policy for resolutions and escalations.

Specific guidance for Schools/Education - schools and educational institutions play a critical role in safeguarding children and young people. It is essential that they adhere to the established resolution process to ensure timely and effective resolution of professional differences.

Information sharing advice for safeguarding practitioners - produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes.

Maintained schools' governance guide - 7. Compliance - provides guidance for governing bodies on how to meet their legal and regulatory responsibilities with regards to compliance. It covers various aspects of compliance, including education, funding and finances, health and safety, inspections, political impartiality, protecting and sharing information, safeguarding and pupil welfare, pupil behaviour, school admissions, school attendance, schools causing concern, school complaints, length of school day and year, opening, closing or making organisation changes to a school, managing school premises, control and community use of school premises, school uniform, staffing and performance management, and whistleblowing.

This policy also meets requirements relating to safeguarding and welfare in the EYFS statutory framework for group and school-based providers.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

## **Definitions: Safeguarding and Child Protection**

**All staff at Park Street** are required read our school's policies and procedures as part of their role so that they can keep our children safe and promote their wellbeing at all times.

### **Safeguarding is defined as:**

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes.

[Working Together to Safeguard Children](#) further extends this definition to include:

- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the [Children's Social Care National Framework](#).

**Child/ren:** The legal definition of a child in the UK includes everyone under the age of 18.

'**Early Help**' is a term used in Hertfordshire that refers to a wide range of interventions offered by various organisations and partner agencies, as well as services within the County Council and beyond. The primary early help service in Hertfordshire is known as "[Families First](#)" which is in place to help professionals and families find early help and information as soon as problems emerge to prevent issues from getting worse. Support and interventions under the Families First umbrella can help coordinate additional support to that which is available from a family's usual support network as well as more targeted and short pieces of interventions.

**Families First Assessments (FFA)** are used by practitioners who work with children, young people, parents, and carers where it is considered that the child/family would benefit from early help support. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way.

For families with children under 18 (25 if they have a learning need or disability), Families First can help with issues such as parenting, mental and physical health problems, drug or alcohol dependency, domestic abuse, school-related concerns, debt problems, and risk of becoming homeless.

The [Continuum of Need](#) guidance aims to ensure that support in Hertfordshire is offered at the earliest opportunity, with an approach that enables us to work effectively alongside families. The Continuum of Need is a threshold document that supports everyone working with Hertfordshire's children and families to identify the "Level of Need" and the service responses that can be expected. It sets out how we can work together, by placing the child and family at the centre, sharing information, and working with families to help them to find solutions early to prevent their difficulties from escalating. It is not intended to be a prescriptive guide and does not replace professional judgement.

**Child in Need:** Under the Children Act 1989, local authorities are under a general duty to provide services for children in need for the purposes of safeguarding and promoting their welfare. A Child in Need is defined under Section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. To fulfil this duty, practitioners undertake assessments of the needs of individual

children, giving due regard to a child's age and understanding when determining what, if any, services to provide.

**Child Protection:** Under Section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies as appropriate, should be initiated where there are concerns about all forms of abuse, neglect, and exploitation whether this is taking place in person or online, inside, or outside of the child's home. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Schools are required to cooperate with children's social care when carrying their inquiries and therefore we have a duty to share information when requested to do so.

**Significant Harm** is the threshold for a child protection response to support and or protect children. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant.' The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

**The Gateway** is the 'front door' to Hertfordshire's social care. The Gateway Service receives contacts and queries via calls or emails.

**Contact** - A 'Contact' is where a member of the public or a professional makes contact with Children's Services about a child who may be a child in need of support or protection, and where there is a request for information or a service.

**Referrer** - The 'Referrer' is the member of the public or professional making contact with Children's Services.

**Referral** - For this procedure, a 'Referral' is a possible outcome of a Contact, where a social worker or manager considers a statutory response may be required. In some instances, it may be identified that a child may be better supported via other services such as Early Help or Universal Services (e.g. health, schools, family centres, etc.).

The Gateway operates to the principle that every family (child and their parent/carer) has the right:

- To be told when a professional is worried about the safety or wellbeing of their child by that professional
- To have their consent obtained when someone wishes to make a request for support on their behalf
- To be front and centre of the plan to keep their child safe and well.

**Multi Agency Safeguarding Hub (MASH)** is co-located, within the Gateway. It is a partnership comprising of colleagues from Children's Services, Health, Police, and Probation; advisory support is provided by Independent Domestic Violence Advocates and satellite partners. These agencies work together to improve the quality of the information sharing process when identifying the needs and risks of children and their families. They make decisions at the earliest opportunity and make recommendations about what services and resources the child and family may benefit from.

Although all contacts being assessed by MASH or early help services are important, it is less likely that they will meet the threshold for Child Protection (significant harm).

**Abuse** is all forms of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Children may be abused in a family, in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Section 9 provides the full definition.

**Exploitation** is a risk to children and young people that takes place outside of their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

*NB the terms abuse, neglect, and exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.*

**Children Looked After:** A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

**Kinship Care** refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a [Championing kinship care: the national kinship care strategy](#) to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

#### **Legal Care Arrangements:**

- Informal Kinship Care
- Special Guardianship Order (SGO)
- Child Arrangements Order (CAO)
- Kinship Foster Care
- Private Fostering
- Adoption by a Family Member or Friend

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children and their parents

and carers) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

## Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Park Street School, we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers, or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

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

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health, and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home, or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

## Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are whom have special educational needs, disabilities, or additional health needs, we also recognise that they may face additional barriers, that can include:

- assumptions that indicators of possible abuse, such as behaviour, mood, and injury, relate to the child's impairment without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)
- disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- a disabled child's understanding of abuse
- lack of choice/participation.

## Children Looked After (CLA)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- appointment of a Designated Teacher (DT) for CLA
- appropriate staff made aware of a child's looked after status
- ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

## Children with a Social Worker (CWASW)

School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- **children looked-after,**
- **children previously looked-after;** and
- **children with a social worker** – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been

assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

## **Roles and Responsibilities of Staff including Leadership and Management**

Safeguarding is **everyone's** responsibility at *Park Street*. This policy applies to all of our staff including permanent, temporary and supply, volunteers, governors, and contractors. It also applies to our safeguarding arrangements for extended school and off-site activities.

*Park Street* plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned in our:

- Behaviour Policy
- pastoral support system
- planned programme of relationships, sex, and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - healthy and respectful relationships
  - boundaries and consent
  - stereotyping, prejudice, and equality
  - body confidence and self-esteem
  - how to recognise an abusive relationship (including coercive and controlling behaviour)
  - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
  - what constitutes sexual harassment and sexual violence and why they are always unacceptable.

## **Role and Responsibility of all staff (permanent, temporary and supply), volunteers and contractors**

All staff will be required to:

- Read Part One and Annex B of [Keeping Children Safe in Education](#), and the reviewed version of this guidance at least annually. Staff/volunteers who do not work directly with children are not required to read Part One and can be provided with Annex A (a condensed version of Part One) but to promote good practice we recommend that they do so.

Translated versions of Part One Keeping Children Safe in Education can be found at [Keeping Children Safe in Education Part 1 Translations | LGFL for staff, volunteers, parents and carers](#) whose first language may not be English, should they wish to use this.

- Read Annex B of Keeping Children Safe in Education which outlines important additional information about specific forms of abuse and safeguarding issues to ensure we have a culture that recognises that children within the specific circumstances can be at greater risk of abuse, neglect and exploitation, and a working knowledge to identify indicators. As good practice, we ask staff who do not directly work with children to also read this chapter.
- Sign to confirm that they have read the expected sections according to their role, have understood the content and their roles and responsibilities in our whole school approach to safeguarding.
- Promote and raise awareness about the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online).

- Contribute to creating a culture for pupils who are lesbian, gay, bisexual, or gender questioning to speak out and share their concerns.
- Contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns (see Section 5).

**All staff will be aware of:**

Our school’s safeguarding arrangements and systems which is explained to staff as part of their induction and annual update training. As part of staff induction new staff/volunteers are provided with the following key guidance and information provided by our school senior leadership team:

- Child Protection Policy
- Staff Behaviour Policy/Code of Conduct
- the role and identity of the Designated Safeguarding Lead (DSL) and deputies
- the Behaviour Policy
- Online Safety Policy Our expected safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- Signs of vulnerabilities to look out for in children who may benefit from Early Help support, we explain to staff the Early Help process for children and their families and what their role is in this to support DSLs in ensuring children and their families receive support as soon as problems emerge.
- The importance of Early Help assessments and how they can help identify emerging difficulties and therefore how sharing information, including with other practitioners, can support early identification and assessment.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The process for recording and sharing information internally to DSLs and on children’s safeguarding records.
- The process of making referrals to the Local Authority Children’s Social Care and/or Police where required and the statutory processes that may follow.
- The signs of specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) [See Annex B Keeping Children Safe in Education](#).
- How to support and speak to children when they may share their worries or make disclosures of abuse, neglect or exploitation and contribute to creating a culture where children feel able to speak with the relevant safeguarding leads.
- The importance of reassuring children that they are being taken seriously and that they will be supported and kept safe.
- The importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern.
- Children can be at risk of harm inside the home (familial harm) and outside of their home (extra familial harms) and that any form of harm can happen directly or online.
- Children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning can be targeted by other children.
- What to look for to identify children who need help or protection in accordance with statutory provisions under the children act section 17 (child in need) and section 47 (significant harm).

**Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.