



Appendix 4: School Specific Child Protection and Safeguarding Information and Procedures

Child Protection Safeguarding Summary of Procedures at Stoneydelph Primary School 2026-7

Overview

The safety and well-being of our children is a key priority for everyone and Stoneydelph Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers, including supply teachers, sports coaches and visitors to the school to share this commitment.

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education (2026)* 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 the 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, and
- taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility in our school. Everyone who comes into contact with children and their families has a role to play in promoting children's welfare and protecting them from harm.

We have a number of policies and procedures in place at Stoneydelph that contribute to our safeguarding commitment which can be viewed in the policies section on our website. This document will give you a summary of our school safeguarding procedures.

This document sits alongside our full Child Protection and Safeguarding Policy, which is fully in line with Staffordshire Safeguarding procedures, *Keeping Children Safe in Education (2026)*, *Working Together to Safeguard Children (2026)*, the Early Years Foundation Stage Statutory Framework (where applicable), and local multi-agency safeguarding arrangements, threshold documents and referral procedures. It details the additional school-specific safeguarding systems and processes that we follow at Stoneydelph Primary School. In addition, this document outlines the key contextual issues that we take into account to ensure our students are fully safeguarded at all times.

This means that we have stringent safeguarding and child protection procedures in place that all staff (including supply staff, volunteers and governors) must ensure they are aware of and operate to.

Designated Leaders for Safeguarding (DSL) at Stoneydelph Primary School

			
Mrs E Parsons Headteacher and Designated Safeguarding Lead	Mrs G. Radcliffe Deputy Headteacher and Deputy Designated Safeguarding Lead	Mrs C. Bevan School Support and Family Liaison Officer and Deputy Designated Safeguarding Lead	Miss S Fox Early Years Leader and Early Years Designated Safeguarding Lead

Other Safeguarding Leaders

Wraparound safeguarding leader - Mrs Jo Leach (Treehouse Breakfast and After School Club manager)

Safeguarding Governor - Mrs Sue Ebrey

SLT Safeguarding Team - Mrs Alex Phillips, Mrs Sharon Garlick

Other roles

Designated Teacher for Looked After Children/Disadvantaged Children leader/SENDco - Sharon Garlick

Mental Health Lead - Esther Parsons

Well-being Champion - Claire Bevan

Emotional Literacy Support Assistant (ELSA) - Nicole Deeley

PREVENT Lead - Esther Parsons

Online Safety Lead - Esther Parsons

Early Help Lead-Claire Bevan

Reporting Safeguarding Concerns at Stoneydelph

These are the steps you must take when first reporting a safeguarding concern:

- If a child has approached you listen carefully to them and respect their rights.
- Notify the child or young person that only the people who need to know will be informed.
- Don't try to solve the situation yourself or confront anyone.
- Write up their narrative, giving as much detail as possible on My Concern (or a yellow concern form for any contract staff). Ensure to report factually using the child's words where possible. Remember to include date and time, what was said and any full names and locations.
- Don't disclose any information to non-relevant parties.
- Any contract staff should contact a DSL immediately if reporting this via a yellow form and inform them of the situation using the report you made. The DSL will then log this information onto our online record keeping system - My Concern.
- Concerns about the conduct of a member of staff (including low-level concerns) must be recorded on a green low-level concern form and reported to the headteacher who will then log this onto the Staff Concern portal on My Concern.
- If the DSL is unavailable and you believe the situation to warrant further action or the child is at risk of significant harm contact **Staffordshire Families Integrated Front Door (IFD): Call 0300 111 8033** (office hours) or **0345 604 2886** (Emergency Duty Service).

Site Security

- The school is a split site with KS1 and Early Years department in one building and Key Stage 2 in another. All doors into the school buildings are fob controlled to ensure secure access throughout the

day. All staff wear school lanyards to confirm they are part of the school community. All visitors to the school must wear an identity badge and colour coded lanyard to confirm they are permitted access when they sign in at Main Reception using the electronic 'Inventory' sign in system. All visitors are challenged if they are not wearing an ID badge and coloured lanyard.

- The perimeter of the school site is surrounded by 6ft security fencing. A further layer of 6ft fencing separates the car park from the school site and playgrounds. A Car Park Risk Assessment is in place detailing further the risk management measures for the external vehicle gate.
- Pedestrian gates are supervised by a member of the school staff at the start and end of the school day. Pupils are supervised at handover from parent/carer at the start of the day and are handed to a parent/carer at the end of the day. Older students in Year 5/6 may leave the school site without a parent/carer with written permission from parent. Security passwords are in place for all pupils in the case of unfamiliar adults collecting a pupil at the end of the day.
- Playgrounds and playing fields are fenced and gates locked during the school day. Individual risk assessments are in place for any pupils who are at risk of leaving the playground or school site without permission or supervision.
- Fire Drills and Emergency Lockdown Drills are practised at least termly.

Safeguarding Curriculum for pupils

Pupils are taught how to keep themselves safe in a wide range of formats, including assemblies, PSHE lessons (Jigsaw), Online Safety Week and our new Protective Behaviours Curriculum. This curriculum includes but is not limited to;

- Online safety & digital citizenship
- Healthy friendships & respectful relationships
- Being safe in the community
- Recognising risk, seeking help & speaking up
- Substance Misuse and its impacts
- Recognising and avoiding exploitation

Safeguarding in the local community

- Stoneydelph pupils live in a variety of areas around Stoneydelph. Most pupils walk or arrive by car. The school has a good relationship with the local community and Community Police and safeguarding concerns are occasionally raised by members of the public which are followed up rapidly by the DSL Team in the school.
- Main roads around school have pedestrian crossing and there is an underpass under the main road for pupils to cross safely. Regular road safety assemblies and visits from the PCSO and local council staff further emphasise road safety and safe behaviour in the community. The school also is part of the 'Stepping Out' road safety scheme and the 'Bikeability' scheme to promote safe travel in the community.
- PCSO team deliver lessons on citizenship through their Junior Cadets scheme which teaches children about a wide range of topics links to safeguarding including but not limited to personal safety, anti-social behaviour and crime prevention.

Regular Safeguarding Updates/Training

- Yearly Level 1 safeguarding training takes place for all staff in September (or at induction for new starters)
- Weekly safeguarding updates on the bulletin
- Schedule of safeguarding training for the year in place on a 2 year cycle
- Use of Educare quizzes/online training record of all completed training/quizzes
- Weekly safeguarding slide in assemblies for pupils which details the roles, responsibilities and locations of the safeguarding team

- Early Help update training to all staff annually
- Supervision for DSL/DDSL takes place through weekly SLT meetings and coaching partnerships
- The trust leader for Safeguarding, Jo Howell, completes a safeguarding audit with the school yearly and provides comprehensive feedback on how to further improve the provision for safeguarding in school.
- DSL attends termly briefings from Staffordshire Safeguarding Children's Partnerships.
- The Headteacher, Deputy Headteacher and Bursar are all trained in Safer Recruitment (refreshed every 3 years)
- As part of induction, Prevent Duty training for new starters to be completed as early as possible and at least within the first four weeks
- Attendance Policy shared with staff to continue to raise the profile of attendance and the possible links to safeguarding risks and ensure they understand the strategies being used and that they understand that promoting good attendance and responding rapidly to concerning levels of attendance is everyone's responsibility.
- A single side sheet provided for staff as an aide memoir to remind them of the key safeguarding themes covered over the year and also the key reading and documents they need to recall as reference points should the need arise.
- Posters around school also contain important information about Safeguarding Procedures.
- All visitors, including supply teachers, receive this summary document upon arrival which details our safeguarding systems and approach and which identifies the DSL Team members, their location and what they must do if they are concerned about the welfare of a child or the behaviour of an adult in school.

Contracted Staff Training

- Contract staff (cleaners, sports coaches, catering staff) to receive annual school based safeguarding procedure training and regular updates as appropriate
- Contract staff to provide school with relevant safeguarding training certificates
- Employers provide confirmation of safeguarding training that has been completed by any contract staff (eg: cooks, cleaners, coaches)

Safe storage of safeguarding information/policies

- All policies remain electronic to ensure access to most up to date documentation at all times. (no paper safeguarding files)
- Online links to policies on the website to ensure always up to date
- Confidential HR information items to be stored in locked personnel files with HT signature on seal

Governing Board

- The school standards committee (SSC) meets 4 times a year and Safeguarding is a standing item on all meeting agendas.
- Governors take part in yearly training and a designated governor for safeguarding meets the headteacher at least twice every half term.
- Termly checks are made on the Single Central Record by the chair of the SSC. Headteacher reports to the SSC on safeguarding at every meeting. Headteacher reports are also available to the trust.

Online Safety

- **Filtering** is provided by SurfProtect from Exa Broadband Solutions.
- **Securus** is the safeguarding software purchased through a managed service SLA, which includes a team of safeguarding analysts. They proactively monitor the content monitoring software on behalf of the school and escalate potential issues to the school's named contacts where necessary.
- The Online Safety Lead carries out termly checks of the filtering system to ensure it remains effective.
- Graded incidents are alerted to the online safety leader and serious alerts (grade 3 and above) are followed up with an email and or phone call to the school following an incident.

- 'Acceptable use' agreement is signed by parents, staff and pupils and policy is reviewed biannually.
- Filtering systems on the computer network are in place to screen and/or restrict access to objectionable email, webpages and other inappropriate/suspicious items

Child Protection and Safeguarding for lettings

- When the School Standards Committee (SSC) or Proprietors hire/rent out our school facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.
- The SSC will seek assurance that the provider 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 for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on school roll.
- The SSC will ensure that 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.

Concerns about Adults in School

All adults working in or on behalf of the Trust have a responsibility to maintain appropriate professional boundaries and safeguard the welfare of children. Staff must act in accordance with the Trust's Staff Code of Conduct, the Child Protection and Safeguarding Policy and *Keeping Children Safe in Education (2026)*. When staff have a concern about the behaviour of an adult in school, they have a duty to report this immediately. This includes concerns regarding the conduct of another adult, low-level concerns, concerns relating to volunteers, contractors or visitors, and any matter that may affect their own suitability to work with children.

Concerns about an adult in school is reported on a Green Concern Form in the first instance. This is then given to the headteacher. The Headteacher, or other appropriate senior leader, will consider the information provided, determine whether the concern is low level or meets the harm threshold, seek advice where appropriate, ensure the concern is recorded and take any necessary proportionate action. This is then reported on our online staff concern portal in My Concern in order to collate concerns and look for patterns/trends in behaviour which may require further advice, guidance or training.

Local Safeguarding Risks

Stoneydelph Primary School is located in Tamworth where local safeguarding risks mirror both national trends and localised socio-economic factors across Staffordshire. Strategic oversight and multi-agency responses are managed through the Staffordshire Safeguarding Children Partnership (SSCP) alongside Tamworth Borough Council. Current local safeguarding concerns are:

Child Exploitation (CSE & CCE): In Tamworth, young people are vulnerable to criminal exploitation through transport hubs connecting to nearby urban centres (such as Birmingham), which can expose them to county lines operations, drug running, and knife crime.

Child on Child Abuse & Anti-Social Behaviour: Incidents of serious youth violence, online harassment, and bullying within local peer groups are highlighted as key areas requiring multi-agency contextual safeguarding approaches.

Child Poverty & Deprivation: Certain wards within Tamworth face elevated levels of deprivation compared to the wider county average. Economic pressures and poor living conditions increase the risk of physical and emotional neglect.

Community Cohesion and Discrimination Risks

Following the civil unrest in the community during 2024 there has been an increase in the risk of:

- **Racial Harassment and Bullying:** The public displays of hostility create secondary safeguarding risks in local schools and public spaces. Minority ethnic children, refugee pupils, or Muslim young people face heightened risks of racially motivated bullying, harassment, and feeling unsafe in local parklands and educational settings.
- **Distrust of Local Authorities:** Flare-ups of civil unrest can strain community trust in local safeguarding infrastructure, policing, and support networks, making vulnerable individuals less likely to report harm or seek help.

In response to these increased safeguarding in community risks, the school has strengthened their safeguarding curriculum through the Protective Behaviours Programme and ensured more robust coverage of these issues in assemblies and PSHE lessons. This has all been delivered in an age-appropriate manner with a focus on recognising and risk assessing, self-awareness and personal safety and knowing how to get help.

Vulnerable Pupils and Mental-Health Support

Through the focus on relationships, staff at Stoneydelph know the pupils well. Staff know which pupils have increased vulnerability and can be quick to identify when something does not seem right. Interventions and support are implemented quickly where needed. Some children need increased support in the short term, whilst others require a more systematic and permanent approach to support. Staff are trained to provide appropriate support and can access further professional support if it is needed. Mrs Garlick (SENDCo), Mrs Bevan (SSFLO) and Mrs Deeley (ELSA) work closely together to identify pupils in need of additional support.

Examples of support in school include:

- Social skills groups
- Drawing and talking therapy
- Lego/Sand play therapy
- Nurture support
- Daily check-ins with a designated adult
- Class lessons on a specific theme
- ELSA (Emotional Literacy Support)
- Well-being ambassadors
- Pupil-Leadership Team

We also work closely with the Mental Health Support Team and have weekly drop ins and 1:1 therapy sessions with a Mental Health Practitioner

Mrs Bevan is our Well-Being Champion and provides a whole range of activities and support groups for pupils as required. Some of our recent ones have included: mindfulness, bereavement and Mood Bears.

Gender-Questioning Pupils

In order to help pupils who are gender questioning, we provide bespoke support as appropriate to their age and stage of development. We have a range of toilet and changing facilities available and work closely with parents to ensure we provide a safe and secure environment for all pupils. All pupils have access to the full curriculum and extra-curricular offer. Staff have also recently completed training on working with LGBTQ+ pupils in an Educational Environment.

This policy links to the following policies which can be found on the school website:

- Child Protection and Safeguarding Policy (CAT)
- Online Safety Policy
- Use of Mobile Technologies
- Anti-Bullying Policy
- Behaviour and Relationships Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Mental Health and Well-being Policy
- Letting Policy
- Child Missing in Education Policy