

# **Safeguarding Handbook & Portfolio**



**2024/25**

# Safeguarding @

## The Safeguarding Team

Nathanial Eatwell



Jo Green



DSLs Can be Identified by their Orange Lanyards

They can also be found in Rooms with Orange Dots on the Door

Lucy Bibby



Holly Clarke  
Chris Whittaker  
Dillon Yates



Nick Wilkinson  
Katie Inckle



Dixon Lambert



Ash Bunkham



Sue Clements



Demi Hartley



**COAL CLOUGH**  
ACADEMY

**Safeguarding/Anti Bullying Text Line: 07761 936408**



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## SEND

As part of the Education Health and Care Plan application Process pupil's and their families will need to have an open Early Help Plan and ongoing meetings to support this. This will enable professionals supporting pupils with additional needs to co-ordinate their responses and monitor strategies to remove barriers to learning. In turn, being open to this process can enable access to external services that can assist remove these barriers altogether.

- Implementing and monitoring Graduated Response
- Educational Psychology Referral and Liaison
- Monitoring of Strategies in place
- Education Health and Care Plan (EHCP) Applications
- Education Health and Care Plan Reviews
- In class support
- One to one Subject Specific Interventions
- One to One SEMH interventions
- Emotional Literacy
- English as Additional Language Support
- Reading Interventions
- Numeracy Interventions

## Early Help

The fact that our young people are with us would suggest that on the LCC continuum of need that they are past preventative measures. This does not mean that they are beyond help. Our Early help model will focus in on signifiers of abuse and building family relationships to enable the input of interventions to help our pupils develop their bonds with family and improve their decision making out of school. This may be supported by additional agencies through the Early Help process and referrals as needed to external services. It is important to note that young people and their families at this level may be no less vulnerable than those at higher levels but that families may be reluctant to engage with services due to past experience leading to even higher vulnerability.

### For Pupils

- Emotional Literacy/Emotion Coaching
- Reflect room - Therapeutic Inclusion
- Directive and non Directive work
- Drawing and Talking
- Lego therapy
- Monitoring

### For Parents

- Solihull Approach
- Relationship Building
- Parental Guidance (developing knowledge on specific safeguarding areas)

### For Families

- Undertaking Early Help Assessments
- Running Meetings to support the Early Help Plan
- Referring into Services (Brighter Lives, child
- Action North West etc.)
- Exercises in Building Relation

## CIN/Child Protection/Child in Our Care

It may be that in some extreme cases that a referral is required into services where a case is highly complex or a child and their family require intensive specialist support. This would require a referral to Children's Social Care. Only in extreme cases can these referrals be made with out parental consent and only when the child is at significant risk of harm; this is a Section 47 referral. Interventions at this level are mandated by government guidance and written into Law as a way of ensuring support for families struggling despite early help intervention. This is done on Child in Need Plans and classed as being 'Section 17' interventions. These plans are led by the Local Authority and can be escalated if interventions are not impactful or de-escalated when successful. This Level is entirely voluntary and parents can deny or remove consent at any point. The Nature of these plans gives some indication of the level of concern for the child and the number of Adverse Childhood Experiences these young people will have experienced therefore highlighting the high level of vulnerability. The highest level of intervention and where families are required to engage by law. A Child Protection Plan is held were extreme concerns are held and have a number of statutory measures to ensure high levels of scrutiny on the work carried out for families who are struggling at this level. Also at Level 4 are Children in the Care of the LA. Children can become looked after on a Section 20, where parents consent to their children being taken into the care of the authority, this can be removed at any time. Children on a care order have been removed from the care of their parents by court order. The fact that situations have got to the point of children going into care or a CP plan being initiated demonstrates the extreme level of vulnerability for these pupils.

- Attending Child in Need Reviews
- Attending Core Group meetings
- Attending CLA reviews
- Attending Initial and Review Child Protection Conferences
- Attending Strategy Meetings
- Alongside:
- Coordinating strategy of Intervention with agencies
- Information sharing
- Monitoring of interventions
- Raising concern when things seem to not be improving
- Challenging Decisions that appear to be detrimental rather than supportive for a child

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## The Designated Safeguarding Lead & Keeping Children Safe in Education

### Statutory Responsibilities

#### The Designated Safeguarding Lead (Nathanial Eatwell)

is expected to:

- Develop, maintain and enhance a Culture of Safeguarding for pupils, staff and the school community
- Manage Referrals
- Liaise with the LADO where concerns involve Professionals (including members of staff)
- Develop and amend Policy
- Act as a point of support in all Safeguarding areas for all staff
- Oversee staff training
- Raise Awareness
- Arrange Transfers of Safeguarding Files
- Ensure availability of Safeguarding Support at all times during the school week and school terms

### Wider Responsibilities

- Manage use of CPOMS system
- Develop networks with partner agencies and charities
- Respond to emerging or engrained issues in the community
- Liaise with Education Partnership trust DSL's to develop a trust wide approach
- Promote efforts of the school to parents and wider community
- Arrange supervision for team members or staff in need

### Day to Day Responsibilities

- Ensure access to CPOMS
- Monitor logs made by staff
- Triage Cause for Concerns logged
- Quality assure logs made
- Support pupils and staff with emerging concerns
- Provide staff with updates of concerns or information impacting on teaching and learning
- Where needed refer to Safeguarding Partners as required



### Keeping children safe in education 2024

Statutory guidance for schools and colleges

### Keeping children Safe in Education (KCSIE)

KCSIE is the Statutory Guidance for Schools and Colleges. It outlines the Roles and Responsibilities of Governors, Headteachers, Senior Leaders, Designated Safeguarding Leads and all staff in school.

All staff HAVE to have read and understood [Part 1 of Keeping Children Safe in Education](#)

The Guidance highlights how to respond to concerns, the indicators of abuse and detail of the Neglect, abuse and exploitation pupils could face.

There are detailed annexe's' explaining the context of situations that pupils and staff could face in school and how to respond to serious incidents such as child on child abuse including sexual harassment in school between pupils.

this guidance is the foundation of our culture of safeguarding and any questions or queries can be directed to the DSL.

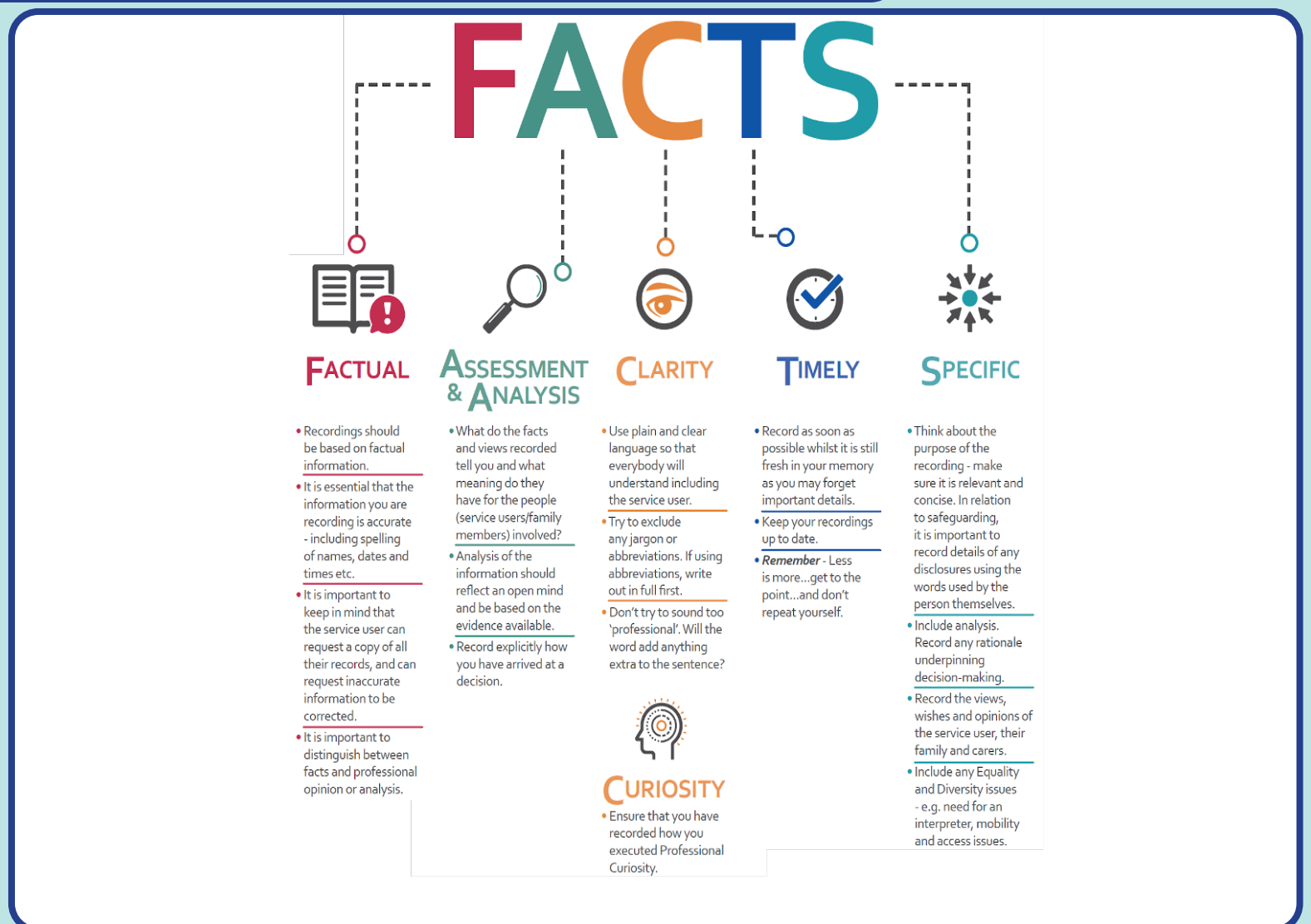
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## CPOMS

Our CPOMS Page can be found at

[coalclough.cpoms.net](https://coalclough.cpoms.net)

Records need to take into account the FACTS Model



### The CARR Model

When you are worried about a pupil you need to record a Cause for Concern on CPOMS.

DSLs will triage it and allocate a sub category as needed.



**C:** Concern  
**A:** Action  
**R:** Rationale -  
**R:** Resolution

**C:** Concern – what are you worried about (Factual, Accurate Clear, Timely and specific records are needed)  
**A:** Action – What have you done about it?  
**R:** Rationale – the reason for your actions  
**R:** Resolution – the outcome at that point.

Recording a Cause for Concern on CPOMS should look like this and include the items above listed as shown.

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## Safeguarding Portfolio Other points of Guidance

### Government Guidance

[Keeping Children Safe in Education](#)  
[Working together to Safeguard Children](#)  
[Guidance for Safer Working Practice](#)  
[Prevent Duty](#)  
[Serious Violence Strategy](#)  
[Mental health in Schools](#)  
[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

### Lancashire County Council

[LCC Requesting Support](#)  
[LCC Family Safeguarding](#)  
[Pan Lancashire Children's Safeguarding Assurance Partnership \(CSAP\)](#)  
[FGM Advice from CSAP](#)  
[CSAP Procedures Manual](#)

### Third Sector Agencies

[NSPCC Whistle-blowing](#)  
[Exploited and Criminalised: What can the Police, Crime, Sentencing and Courts Bill do to ensure that children who are criminally exploited receive the care and support they need?](#)  
[Brook Traffic Light Tool for Harmful Sexualised Behaviours](#)  
[NSPCC Domestic Abuse Advice](#)  
[Lancashire Violence Reduction Network -Trauma informed Practice](#)

### Education Partnership Trust

[Online Safety Hub](#)  
[EPT Intranet](#)  
[Iam Compliant](#)