

Chadsmead Contextual Safeguarding

Appendix 11 - Additional School Specific Safeguarding Information and Procedures



Responsibility for oversight and update of this appendix	Designated Safeguarding Leads at Chadsmead Primary Academy
Last updated	September 2026
Policy review cycle	At least annually
N.B. 1) This policy is fully tailored to the procedures followed in each Staffordshire CAT school. 2) This appendix is to be read in conjunction with the Community Academies Trust - Child Protection and Safeguarding Policy - Staffordshire communityacademiestrust.org/en-GB/trust-information	

Developing the roots to grow and wings to fly

School Contact Details

Key personnel in Chadsmead Primary School

Role	Name	Contact details
Headteacher	Gemma Grainger	email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850
The Designated Safeguarding Lead (DSL)	Gemma Grainger	email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850
Deputy Designated Safeguarding Lead (DDSL)	Dave Budge	email: office@chadsmead.staffs.sch.uk* tel: 01543 421 850
Other staff members trained to undertake the functions of the Designated Safeguarding Lead	Helen Cadman	email: office@chadsmead.staffs.sch.uk* tel: 01543 421 850
Mental Health Lead	Hayley Hathaway	email: office@chadsmead.staffs.sch.uk* tel: 01543 421 850
Designated Teacher for Looked After and Previously Looked After Children	Helen Cadman	email: office@chadsmead.staffs.sch.uk* tel: 01543 421 850
LGBT Advocate	Gemma Grainger	email: headteacher@chadsmead.staffs.sch.uk tel: 01543 421 850
Nominated Safeguarding Governor	Anna Hooper	email: ahoopergov@chadsmead.staffs.sch.uk tel: 01543 421 850
Chair of School Standards Committee	Sarah Snashall	email: ssnashall@chadsmead.staffs.sch.uk tel: 01543 421 850

***N.B - Confidential content should not be sent to this email address**

The role of all staff in keeping children safe

- All staff have read and have a good understanding of **Part One in full** of KCSiE, 2026 and are aware of the safeguarding link to other policies relating to their daily practice. These include but are not limited to the *Staff Code of Conduct*, *Behaviour Policy*, *Online Safety Policy* and the *Whistleblowing Policy*.
- All staff receive appropriate safeguarding and child protection training, (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring - see paras 171-175 for further information. This training takes place at induction and is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff know who the DSL and DDSLs are and understand that as well as being the expert in this field, they are there to support staff, volunteers, and governors.
- All staff are aware of their responsibility to provide a safe environment in which children can learn.
- All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.
- All staff are aware of how to make a referral to children's social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.
- All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a **professional curiosity** and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.
- All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse, neglect and exploitation, to identify cases of children who may be in need of our help or protection. They are aware that abuse, neglect, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- All staff, but especially the DSL/DDSLs consider whether children are at risk of abuse or exploitation in situations outside 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.
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases, abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- All staff understand their responsibility to report concerns about the behaviour of any adult in our school and know that they will be listened to and taken seriously.
- All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need, or if the child is at risk of harm. This means escalating internally if outcomes are not improving or externally if the situation remains a concern to the staff member.

In all cases, if our staff are unsure, they know that they should always speak to the DSL/DDSL.

Attendance Procedures	- In line with statutory guidance Working Together to Improve School Attendance (KCSiE 2026, para 219), staff recognise that persistent or unexplained absence may indicate a safeguarding concern. DSLs will liaise with children's social care as required. - Attendance is managed by the headteacher and school admin. - The policy is up-to-date and available on the school website. - First day contact is made after 10am via a telephone call and/or Arbor message to determine the reason for non-attendance. - If no contact has been made, someone will visit the home and may contact the PSCO to organise a safe and well check. Where possible, a note will be posted through the door asking for parents to make contact.
Alternative Provision	Where a pupil attends alternative provision, the school will secure written confirmation that safeguarding checks have been carried out on AP staff, maintain records of all AP sites and review placements promptly if safeguarding concerns are raised (paras 169–170, 331).
Case Management System	- CPOMS electronic system used in school. All staff have been initially trained and receive regular updates. It is a live system. - Individual login provided to Teachers, TAs, and Admin staff. Distinct levels of permissions ensure confidentiality is adhered to. - Lunchtime supervisors and temporary staff use paper copies and discuss incidents with a DSL immediately. - Should the internet be unavailable all staff have access to paper copies for recording of incidents, which are also available in class files, on the staff safeguarding notice board and in staff room.
Chadsmead Curriculum	- Pupils at Chadsmead are taught aspects of personal safety through RSHE and assemblies. - We follow the Jigsaw Curriculum – where children gain an understanding of what it means to be safe and what they can do if they feel unsafe. - We believe relationships are key at our school and this is reflected in our Behaviour & Restorative Relationship policy, our RSHE curriculum and everyday interactions. - In line with KCSiE 2026 (para 157), the school will review and adapt its RSHE curriculum following the revised Relationships, Sex and Health Education statutory guidance. This is incorporated into safeguarding teaching and staff training and became statutory from September 2026.
Children Missing from Education (CME)	- CME is overseen by the school admin staff and the headteacher. - School consults with the local authority. Children missing from education Staffordshire County Council
Elective Home Education (EHE)	- It is expected that the parent will have alerted the school of the possible option for EHE. The parent would be encouraged to meet with the school before a decision is made. - If parents continue to choose EHE they are provided with an information leaflet from Staffordshire County Council, which details the procedures needed for de-registration. - The attendance officer notifies the local authority using the school exit form. - Reference to EHE is in the Attendance policy. Home education Staffordshire County Council
Escalate a concern	- DSLs are aware of how to escalate a concern through the SSCB website. SSCP Escalation Policy - Staffordshire Safeguarding Children Partnership
Filtering & Monitoring	- Sophos Firewall for Education monitors incoming and outgoing network traffic and permits or blocks data. - Senso protects pupils and staff using school provided resources. This is checked regularly by the admin DSL. - In line with KCSiE 2026 (paras 171-175), a review of filtering and monitoring effectiveness is carried out at least once every academic year

	by the SLT member responsible, with support from the DSL and IT. This includes checks that filtering works on all internet-connected devices in all relevant locations, and a record of these checks is kept. • Further details can be found on the school website. https://www.chadsmeadacademy.co.uk/web/filtering__monitoring/644803
Mobile Phone Policy	• New for KCSiE 2026 (para 168): the school is a mobile phone-free environment by default. Pupils do not have access to their mobile phone throughout the school day, including lessons, time between lessons, breaktimes and lunchtime. • Staff will store their mobile phones securely in a stock cupboard, office or locker. Phones should not be visible and must be switched off or set to silent during the schools day. • Refer to The Mobile Phone Policy, available on the website, for further details.
Gender Questioning Guidance	• As per KCSiE 2026 (paras 106-116), the school follows the DfE guidance on supporting gender-questioning children, including on toilets, changing rooms and single-sex facilities. The school keeps a clear record of any individual arrangements made, ensures they are communicated appropriately, and reviews them regularly. Staff are informed and training is updated to reflect this guidance.
If a child makes a disclosure	• Staff have been trained and regularly refresh the training on how to support a child who makes a disclosure and how to record the disclosure. This is part of our safeguarding training and updates.
KCSiE 2026	• SmartLog records that all staff have read and understood the document. • Staff have access to this document in the SmartLog Document library and a leaflet available in their safeguarding information file showing the website address.
LGBT Advocate	• The school advocates are the Headteacher and Assistant Headteachers. • A safe space to speak and share concerns would be either the headteachers office or the SLT office.
Looked after and previously looked after children	• Mrs. Cadman is the named lead in supporting these children and consulting with the relevant agencies. • The school has a policy on the website
Mental Health	• Mental health is treated as a distinct safeguarding theme, recognising that concerns such as self-harm, suicidal ideation or an eating disorder may also indicate abuse, neglect or exploitation. • The school has a trained Mental Health Lead (see contact details above). • Staff who notice signs a pupil may be struggling with their mental health speak to the DSL/DDSL in the first instance; where there is an immediate safeguarding concern this is recorded on CPOMS in the usual way. • Where a child is in danger, staff call 999 or arrange for them to be taken to A&E; for urgent (non-emergency) mental health help, staff can contact NHS 111. • Specific referral routes, e.g. school nursing team, Mental Health Support Team, or local CAMHS single point of access are made by DSL and DDSL.
Online Safety	• We use Project Evolve as a curriculum that supports the education of online safety and is in line with the Relationships Education, Relationships and Sex Education and Health Education statutory guidance. • https://projectevolve.co.uk/about/ • We acknowledge national online safety day. • Online safety messages are shared with parents through our website and newsletter • The school recognises that safeguarding harms include misinformation, disinformation and conspiracy theories online, and, in line with KCSiE 2026 (para 163), AI-generated and deepfake content. Online safety teaching, assemblies, and newsletters will explicitly address these risks.

Prevent	- Posters displaying ACT Early website are on the staff safeguarding display board and within staff safeguarding information file. This gives information on how to share a concern. - Staff are trained with specific awareness of this issue.
Record Keeping & information sharing	- Any paper files are kept in a locked filing cabinet in an admin office. This door is locked overnight. - Access to these files is limited to DSLs only.
Referral to children's social care	Posters displaying the referral contact number are on the staff safeguarding display board and within staff safeguarding information file.
Report concerns of an adult	- Alongside the Child protection policy, details are available in Chadsmead Primary Academy Staff Code of Conduct - We embed a culture of openness, trust, and transparency. - Low levels concerns are reported to the headteacher using the appropriate documentation, which staff have available on the staff safeguarding display board and within staff safeguarding information file.
Risk Assessments & Safety Plans	- Risk Assessment and safety plans are kept on SmartLog. This allows staff to read and record their understanding of them. This system is managed by admin staff. - Risk Assessment audits take place with our trust. - Appropriate staff have CPD Certified Risk Assessment Training.
Robust Monitoring	- DSLs meet half termly to discuss cases. - HT and SENDCO consult regularly with external agencies.
Safeguarding advice and support	- The Staffordshire safeguarding advice service is available for all staff to use. They have contact details in their safeguarding folders and on posters on the safeguarding staff notice board. - DSLs regularly talked through cases to provide advice and support to each other. - The Trust have a safeguarding Lead.
Serious Violence	- Staff report any concern about a child carrying, threatening with, or using a weapon (or expressing intent to do so) to the DSL/DDSL immediately. - The DSL assesses risk to the individual pupil and to others in school, and, where needed, puts in place a safety and support plan. - Staff are alert to when children may be at greatest risk around the school day, for example immediately after school. - Specific referrals e.g. Staffordshire Violence Reduction Partnership contacts, are made by the DSL and DDSL.
Single Central Record	- This is an online program called Sign In Central Record. - It is managed by admin staff. It is checked at least once per term by SSC governors and periodically by the trust HR.
Site Security	- Access cannot be gained onto the school site, where the children learn, without coming through coded doors. - Gates to one playground that can accessed from the street are locked after registration and opened only for collection. Staff are aware of these times. - All visitors report to the office.
Staff Support	- School staff have access to a trained mental health support colleague in school. - School staff have access to support from Health Assured. Contact details are available in staffroom.
Staffordshire Early Help Process	- Staff are provided with details of the Staffordshire early help process. These are kept in their safeguarding information files. - Staff are provided with the Staffordshire Threshold Framework (also kept in their safeguarding information files) which offers staff guidance on the access criteria to help support children, young people, and families. - Early help is managed in school by the SENDCO and the HT.

	• Young carers are named explicitly among children who may need additional support. Staff are alert to pupils with caring responsibilities at home and refer to the DSL/SENDSCO where extra support may help.
Use of reasonable force	• SLT members are trained to support children using the 'Team Teach' approach. • Children identified as potentially needing restraint or reasonable force are identified and parents/carers are included in a risk assessment to help manage these behaviours. • The Positive Handling Policy is available on the website: https://www.chadsmeadacademy.co.uk/goto/224966?slug=school-policies-2024
Volunteers / Safer Recruitment	• The "supervision exemption" has been removed from regulated activity under the Crime and Policing Act 2026. • Any volunteer who teaches, trains, instructs or supervises children on more than 3 days in a month, or overnight, is now in regulated activity and requires a DBS check – even where a colleague supervises them. • Chadsmead's Single Central Record and safer recruitment checks for volunteers are reviewed against this change (see Single Central Record entry above and the Child Protection and Safer Recruitment Policy).
WhistleBlowing	• Staff are aware of both the Trust whistleblowing policy and the NSPCC whistle blowing contact details. These details are on staff safeguarding notice boards and in their safeguarding files.