



Child and Vulnerable Adult Protection Policy and Procedures 2025-2026

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What to do if you have a concern

At all stages the child's circumstances will be kept under review. The Designated Safeguarding Lead (DSL)/ Staff will re-refer if required to ensure the child's safety is paramount.

Why are you concerned?

For example:

- Allegation/learner/apprentice shares a concern or worry
- Employer shares a concern or worry
- Indicators of abuse or neglect

Immediately record your concerns

Follow Parenta's recording and referral procedure (see pages 4-6)

- Clarify concerns if necessary (TED: Tell, Explain, Describe)
- Use child's/vulnerable adults own words
- Date all records made including rough notes and use the safeguarding report form
- Reassure the child/vulnerable adult
- Seek support for yourself if required from DSL

Inform the designated Safeguarding Lead

Do this by emailing safeguarding@parenta.com or See contact list of DSLs on page 5.

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Consider KSCB Threshold document and procedures: kscmp.org.uk or other LSCP (Local Safeguarding Children Partnership) for other geographical locations
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser (see contact list on page 6)

If you are unhappy with the response from staff

- Seek advice from the Education Safeguarding Team (See contact list on page 6) or the LSCP Follow Whistleblowing Procedures
- Follow the Parenta complaints procedures

Learner, Apprentices and Parents:

- Follow the Parenta complaints procedures

Record decision making and action taken on the Safeguarding Report Form and save in the password protected file on the server

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and Re-refer (if necessary) (Kent Central Duty team [03000 41 11 11](tel:03000411111)) or the Local Safeguarding Children Partnership.

Safeguarding Referrals to Designated Safeguarding Lead (DSL)

Guidance for staff

All referrals to safeguarding must now be made through the safeguarding email: safeguarding@parenta.com

If the safeguarding concern is urgent, you must contact a Designated Safeguarding Lead (DSL) or If the safeguarding concern is urgent, you must contact a Designated Safeguarding Lead (DSL) or Designated Safeguarding Officer (DSO) immediately so that action can be taken. Please remember to return to the safeguarding report form once you have spoken to a DSL and completed the relevant details. The safeguarding reporting form can be found on the staff intranet under:

Resources > Learner Resources > Safeguarding Incident Report Form

Remember, we all have a responsibility for safeguarding and our policies and procedures are a part of our safeguarding processes, for example, the Learner Code of Conduct.

The Safeguarding Form can be found on Parenta staff intranet (as stated above). Complete all sections fully before submitting the referral, then please email the form to safeguarding@parenta.com, and this will either be picked up by the designated safeguarding lead or the designated safeguarding officer.

Where relevant the DSL/DSO responsible will update you on action taken and progress, though it will not always be appropriate to share full detail.

Emailed forms to safeguarding will help us to track and monitor our safeguarding practice and report on areas of concern and our responses.

Parenta Contacts

Parenta Contacts:

- **Senior Designated Safeguarding Lead:** Lisa Roper, Head of Training, Quality and Curriculum
- **Regional Designated Safeguarding Officer South Region:** Kirsty Taylor, Regional Training Manager
- **Regional Designated Safeguarding Officer North Region:** Lee Jones, Regional Training Manager
- **Regional Designated Safeguarding Officer London and Essex Region:** Charlie Gordon, Regional Training Manager
- **Regional Designated Safeguarding Officer Central Region:** Ali Stevens, Regional Training Manager
- **Safer Recruitment Lead:** Head of HR

The DSL is part of the safeguarding team who have overall responsibility for safeguarding at Parenta.

External Contacts

Contact details for Education Safeguarding Team and LADO:

Contact details for Social Services. Please discuss any concerns with the DSL or DSO before any referrals or contact is made.

Kent Social Services

(For all other national Local Safeguarding Partnerships and referral information, please refer to the relevant local authority website)

Contact details for Online Safety in the Education Safeguarding Team (Central Team)

Education Safeguarding Advisors - 03000 41 91 91

Ashley Assiter, Online Safety Officer

Telephone: [03000 423164](tel:03000423164)

Email: onlinesafety@theeducationpeople.org (non-urgent issues only)

For advice on safeguarding issues across Kent please visit <https://www.theeducationpeople.org/our-expertise/partner-providers/kent-county-council-providers/safeguarding/safeguarding-contacts/> for local contact numbers

Contact details for the LADO

Telephone: [03000 410888](tel:03000410888)

Email: kentchildrenslado@kent.gov.uk

Childrens Social Work Services

Central Duty Team: [03000 411111](tel:03000411111)

Email: social.services@kent.gov.uk (for under 18's)

Out of Hours Number: [03000 419191](tel:03000419191)

Kent Police

101 (or 999 if there is an immediate risk of harm)

Kent Safeguarding Children Multi-agency Partnership (KSCMP)

kscmp.org.uk

[03000 419191](tel:03000419191)

For all other national Local Safeguarding Boards and referral information please see:

Contact details for Education Safeguarding Team and LADO:

Contact details for Social Services. Please discuss any concerns with the DSL or DSO before any referrals or contact is made.

During the day and in office hours

Concerned about an adult? Call [03000 41 61 61](tel:03000416161) (text relay 18001 03000 41 61 61)

or email socialservices@kent.gov.uk (for adults) Refer to local authority websites for regional details

Concerned about a child? Call [03000 41 11 11](tel:03000411111) (text relay 18001 03000 41 11 11) or email

social.services@kent.gov.uk. Refer to local authority websites for regional details

Out of hours and in an emergency

Contact outside of normal office hours, for example during the night, call [03000 41 91 91](tel:03000419191).

If you think someone is in immediate danger, the best thing to do is call 999 for the emergency services.

<http://www.kent.gov.uk/social-care-and-health/report-abuse>. Also check the website for Kent Safeguarding Children Board <https://www.kscmp.org.uk/guidance/worried-about-a-child>

Introduction and Ethos

Parenta is a community and all those directly connected (staff, volunteers, governors, parents, families, learners and apprentices) have an essential role to play in making it safe and secure. Parenta recognises our moral and statutory responsibility to safeguard and promote the welfare of all children and vulnerable adults, with their best interests at the centre of our work.

Parenta recognises the importance of providing an ethos and environment that will help children/young people to be safe and feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children/vulnerable adults receive effective support, protection and justice.

Our core safeguarding principles are:

- We are an important part of the wider safeguarding systems for children and vulnerable adults
- It is everyone's responsibility to safeguard and promote the welfare of children and vulnerable adults
- All children (defined as those up to the age of 18) and vulnerable adults (defined as those who receive a health, personal or social care service from a professional), regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children/vulnerable adults have a right to be heard and to have their wishes and feelings taken into account
- All our staff understand safe professional practice and adhere to our code of conduct and safeguarding policies
- We have a responsibility to recognise vulnerability in children or vulnerable adults and act on any concern in accordance with this guidance

Definition of Safeguarding

Safeguarding is a term used in the United Kingdom to denote measures to protect the health, well-being and human rights of individuals, which allow people—especially children, young people and vulnerable adults- to live free from abuse, harm and neglect.

All safeguarding policies will be reviewed on an annual basis by the Safeguarding Team, which has responsibility for oversight of safeguarding and child and vulnerable adult protection systems. The DSL will ensure regular reporting on safeguarding activity and systems to the SLT and the Governing Body. The Governing Body will not receive details of individual learner or apprentice situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our safeguarding and child and vulnerable adult policies:

- **Prevention** (e.g. positive, supportive, safe culture, curriculum and pastoral opportunities for children, young people, vulnerable adults and safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate, specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership.

Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education September 2025 (KCSIE)
- Working Together to Safeguard Children December 2023 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (online)
- Care Act 2014 (vulnerable adults)
- Multi-Agency Safeguarding Adults Policy, Protocols & Practitioners Guidance for Kent & Medway

Section 175 of the Education Act 2011 requires further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils/students at a school, or who are students under 18 years of age at a college or independent training provider. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Parenta acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based abuse and violence against women and girls
- Hate
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online Safety
- Child on Child Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and harassment between children
- Youth Produced Sexual Imagery or “Sexting”

(Also see Part One within ‘Keeping children safe in education’ 2025 and Appendix 2.)

Every member of staff at recognises that children/vulnerable adults experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

Related Safeguarding Policies and Supporting Guidance

We are aware that safeguarding is fundamental to the welfare of all learners and apprentices in our care. This policy is therefore one of a series in Parenta’s integrated safeguarding policies and should be read in conjunction with the policies and Guidance as listed below:

- | | |
|---|--|
| • Online-Safety Policy | • Bullying and Harassment Policy |
| • Learner Code of Conduct | • Equality, Diversity and Inclusion Policy |
| • Health and Safety Policy | • Safer Recruitment Policy |
| • Colleague Code of Conduct | • Prevent Policy |
| • KSCB document: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People | • Attendance/Missing Persons Policy |
| • Bullying and Harassment Policy | • Safeguarding Policy |
| | • Safeguarding Strategy |

Key responsibilities

The Governing Body, Senior Leadership Team and Safeguarding Team have read and will follow KCSIE 2025. Further information regarding the key strategic responsibilities of the Governing Body and SLT are identified in Appendix 2.

The Governing Body, and Senior Leadership Team will ensure that the DSL is properly supported in this role.

Designated Safeguarding Lead (DSL)

Parenta has appointed 1 member of the Senior Leadership Team as the Senior DSL. The Senior DSL has the overall responsibility for the day to day oversight of safeguarding and child and vulnerable adult protection systems at Parenta.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any DSOs training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Parenta has appointed DSOs to deputise for the Senior DSL. The DSOs has attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child and adult protection remains with the Senior DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child/adult protection concerns
- Coordinate safeguarding action for individual children/vulnerable adults. In the case of Children in Care, the DSL should have the details of the child's social worker
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children 2023
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure Parenta is appropriately represented at inter-agency safeguarding meetings (including Child or Adult Protection conferences)
- Manage and monitor Parenta's role in any multi-agency plan for a child or vulnerable adult.
- Be available during Parenta open hours for staff to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2025)

Further details about the management of safeguarding can be found in 'Keeping Children Safe in Education' 2025, part two.

Members of staff

All members of staff have a responsibility to:

- Provide a safe environment in which children and young people can learn
- Be prepared to identify children/vulnerable adults who may benefit from early help
- To understand the early help process and their role in it
- To understand Parenta's safeguarding policies and systems
- To undertake regular and appropriate training which is regularly updated
- Be aware of the process of making referrals to children/vulnerable adults' social care and statutory assessment under the Children Act 2004
- Know what to do if a child/vulnerable adult tells them that he or she is being abused or neglected
- Know how to maintain an appropriate level of confidentiality
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection

All members of staff know what to do if a child/vulnerable adult tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation, as this may ultimately not be in the best interests of the child. See Appendix 3 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children/vulnerable adults are the responsibility of all staff, and ANY concern for a learner or apprentice's welfare MUST always be reported to the Designated Safeguarding Officer in the first instance who will then escalate to the Designated Safeguarding Lead if required. ALL safeguarding reports should be submitted to the Senior DSL for internal tracking and recording purposes.

Children, young people and vulnerable adults

Children, young people and vulnerable adults have a right to:

- Contribute to the development of safeguarding policies
- Receive help from a trusted adult
- Learn how to keep themselves safe, including online

Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant policies and procedures, encouraging their children to adhere to them
- Talk to their children about safeguarding issues, support Parenta in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify behaviours which could indicate that their child is at risk of harm, including online, and seek help and support from Parenta, or other agencies
- Contribute to the development of Parenta's safeguarding policies

Parents can obtain a copy of Parenta's Child and Vulnerable Adult Protection Policy and other related policies on request and can view them via the Parenta website: www.parenta.com.

Recognition and categories of abuse

All staff at Parenta should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

In addition to the above categories, vulnerable adults can also be the victims of:

- Financial abuse
- Discriminatory abuse

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

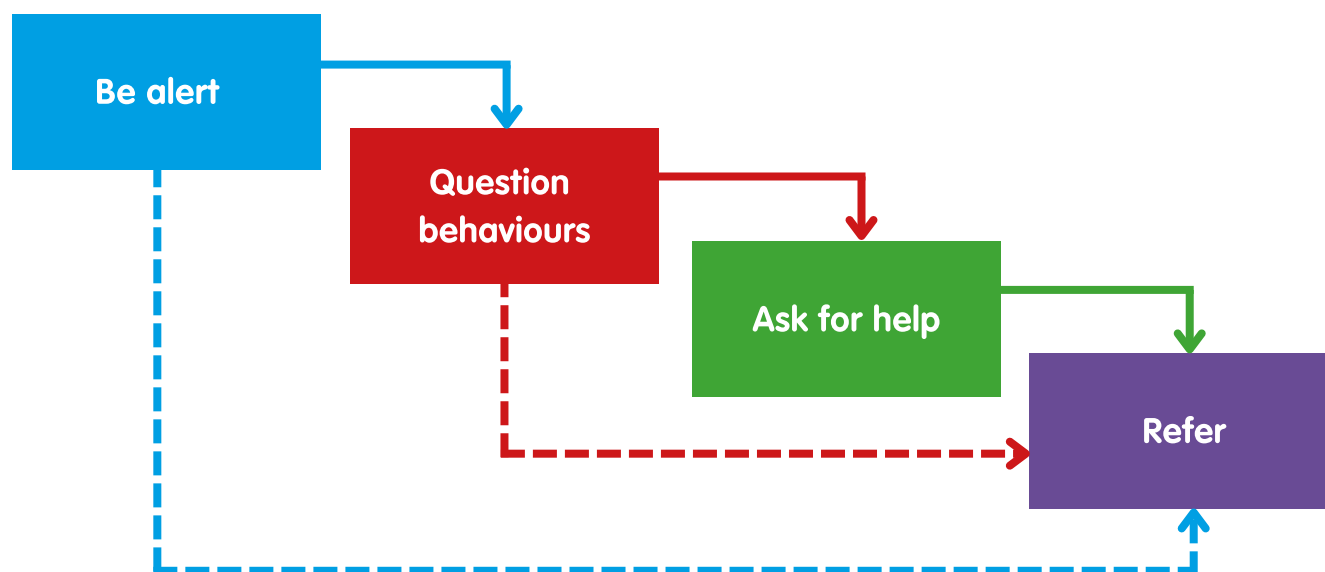
Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Safeguarding and Child Protection Procedures

Parenta adheres to the KSCMP Safeguarding Children. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscmp.org.uk. Parenta provides training nationwide, therefore we also gain advice and guidance from all local safeguarding partnerships as appropriate to individual learner and apprentice's geographical location and needs.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child or vulnerable adult is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care, Adult Services and/or the police.

The role of Parenta in situations where there are child/vulnerable adult protection concerns is NOT to investigate but to recognise and refer.

- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service
- All members of staff are made aware of the internal and local early help support services. Where a child/vulnerable adult is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments

- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP or other LCSP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the DSO. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible
- On occasion, staff may pass information about a child/vulnerable adult to the DSO or DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSO or DSL so that they can reassure themselves that the child is safe and their welfare is being considered. If following this process, the staff member remains concerned, it is the responsibility of that staff member to follow Parenta's escalation process
- If a child/vulnerable adult's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Team

Record Keeping

Staff will record any welfare concern that they have about a child/vulnerable adult on Parenta's safeguarding form (with a body map where injuries have been observed) and pass them without delay to the DSO or DSL. Records will be completed as soon as possible after the incident/event, using the child/vulnerable adults' words and will be dated and electronically submitted by the member of staff.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, then they must discuss their concerns with DSL.

The Safeguarding Incident form is accessed on staff intranet, under company documents.

Safeguarding records are kept for individual children/vulnerable adults and are maintained separately from all other records relating to the child/adult. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

The SLT and Governors will be kept informed of any significant issues by the DSL.

All safeguarding records will be forwarded in accordance with data protection legislation to a child/ adult's subsequent educational setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

Multi-agency Working

Parenta recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Parenta is not the investigating agency when there are child or adult protection concerns. We will, however, contribute to the investigation and assessment processes as required.

Parenta recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child or Adult Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

Parenta Senior Leadership Team and DSL will work to establish strong and cooperative relationships with relevant professionals in other agencies.

Confidentiality and Information Sharing

Parenta recognises that all matters relating to child/adult protection are confidential. The DSL will only disclose information about a learner or apprentice to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children and vulnerable adults.

All staff must be aware that they cannot promise a child/vulnerable adult to keep secrets which might compromise the child/adult’s safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.

DfE Guidance on Information Sharing (May 2024) provides further detail. If Parenta is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools/colleges) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

Complaints

Parenta has a Complaints Procedure available to parents, learners, apprentices and members of staff who wish to report concerns. This can be found on Parenta website and learner handbook.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

Staff Induction, Awareness and Training

All members of staff have been provided with a copy of part one of the 'Keeping Children Safe in Education' (2025), which covers Safeguarding information. The Parenta Senior Leadership Team will read the entire document. Parenta Senior Leadership Team and all members of staff who work directly with children will access Part One within Keeping Children Safe in Education 2025. Members of staff have confirmed that they have read and understood Part One as part of the Parenta induction process.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards Parenta's internal safeguarding procedures and communication lines.

All staff members (including temporary staff) will receive appropriate safeguarding and child/vulnerable adult protection training (organised by the DSL), which will enable them to:

- **Recognise** potential safeguarding and child/vulnerable adult protection concerns involving students and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with Parenta policies
- **Refer** concerns to the DSL and be able to seek support external to Parenta if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, and child on child abuse such as bullying and sexting can put children/vulnerable adults in danger. The staff training will also include Parenta responsibilities, protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child/vulnerable adult protection updates through e-Bulletins, staff meetings, briefings or online training, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children/vulnerable adults effectively.

All staff members (including temporary staff) will be made aware of Parenta's expectations regarding safe and professional practice via the Colleague Handbook and code of conduct which is provided and discussed as part of the induction process.

Parenta recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis.

The DSL will provide regular updates to the Governing Body detailing safeguarding training undertaken by all staff and HR will maintain up to date registers of who has been trained.

Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / Parenta's Code of Conduct
- Staff should be aware of the Learner Code of Conduct, and any interventions must be in line with agreed policy and procedures
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to Parenta's online safety and Acceptable Use policies

Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children or vulnerable adult's welfare or safety can seek support from the DSO or DSL.

All new staff including newly qualified assessing, teaching and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with child/vulnerable adult protection responsibilities and procedures to be followed if staff have any concerns about a child or vulnerable adult's safety or welfare.

Parenta will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and vulnerable adults
- All staff will be supported by the DSL in their safeguarding role
- All members of staff will have regular reviews of their own practice to ensure they improve over time

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendix 4.

Safer Recruitment

Parenta is committed to ensure they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners, apprentices and staff.

The Governing Body and Senior Leadership Team are responsible for ensuring that Parenta follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

Parenta is responsible for ensuring that it maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:

- Dates of recruitment;
- References;
- Identity checks;
- Criminal records check reference number, including date check was obtained and details of who obtained it;
- Eligibility to work in the UK checks;
- Other essential key data

SLT and Human Resources will ensure that all recruiting managers complete accredited Safer Recruitment Training in line with government requirements.

We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

Allegations Against Members of Staff and Volunteers

Parenta recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children/vulnerable adults and takes seriously any allegation received. Such allegations should be referred immediately to HR and the DSL who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child/vulnerable adult and staff member.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and such concerns will always be taken seriously by the Senior Management team.

All members of staff are made aware of Parenta's Whistle Blowing Procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child or vulnerable adult at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: [0800 028 0285](tel:0800 028 0285) (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

Parenta has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. For specific guidance on how to respond to allegations against staff, please refer to the safeguarding policy.

When in doubt – consult.

Child on Child Abuse (Allegations of abuse made against other children)

All members of staff at Parenta recognise that children/vulnerable adults are capable of abusing their peers. Child-on-child abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation-type violence), sexually harmful behaviour and violence and 'sexting'. Parenta is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Parenta believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined under Safeguarding and Child Protection Procedures and in accordance with Kent Safeguarding Children Board procedures or other relevant Local Safeguarding Children Boards.

Parenta is aware of the potential gender issues that can be prevalent when dealing with child-on-child abuse, including but not limited to being sexually touched/assaulted or being subject to initiation/hazing-type violence.

Further information about Parenta's response to specific allegations of abuse against learners or apprentices can be located in the learner code of conduct, bullying policy, and learner handbook.

Parenta will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and KSCMP guidance.

Parenta will take steps to minimise the risk of all forms of child-on-child abuse. We will ensure that appropriate curriculum time is dedicated to enable children/young people to develop an awareness and understanding of abusive behaviour and to ensure that children/young people recognise warning signs and forms of support both within Parenta and externally (such as local Police, Child Line, etc.).

Learners or apprentices who have experienced child on child abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Learners or apprentices who are alleged to have abused other learners or apprentices will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child/young person
- Providing appropriate education and support
- Sanctioning them in line with Parenta disciplinary policy in the learner code of conduct. This may include official warnings, suspensions, fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate

Parenta is aware of and will follow the KSCMP procedures (www.kscmp.org.uk) and other LSCP procedures for supporting children who are at risk of harm as a result of their own behaviour.

Safeguarding Children with Special Educational Needs and Disabilities

Parenta acknowledges that children/young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Parenta will ensure that children/young people with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children/young people with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child/young person's disability and be aware that children/young people with SEN and disabilities may not always outwardly display indicators of abuse.

Curriculum and Staying Safe

We recognise that Parenta plays an essential role in helping children/vulnerable adults to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Parenta will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision-making so that learners and apprentices have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Learners and apprentices will be educated at a level appropriate to their age and ability about a range of safeguarding concerns. This will include, but is not limited to, bullying (including cyberbullying), radicalisation, child sexual exploitation (CSE), sexual abuse, neglect, online safety, gender based violence/sexual assaults, child-on-child abuse and sexting.

Systems have been established to support the empowerment of learners and apprentices to talk to a range of staff. Learners and apprentices at Parenta will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day-to-day learning activity and support will include:

- Safeguarding email address
- Learner Voice
- Health and Well-being advice and guidance

Online Safety

It is recognised by Parenta that the use of technology presents particular challenges and risks to children and adults both inside and outside of training.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and the DSO as appropriate, for example, when developing curriculum approaches or making technical decisions.

However, the DSL is acknowledged as having overall responsibility for online safeguarding within Parenta.

Parenta identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSL and Senior Leadership team have read Part 2 regarding Online Safety within 'Keeping Children Safe in Education' 2025.

Parenta recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with KCSIE 2025 has appropriate policies in place that are shared and understood by all members of Parenta community. Further information on the specific approaches relating to this can be found in Parenta's Online Safety Policy and Acceptable Use Policy which can be found on staff intranet.

Parenta will ensure that appropriate filtering and monitoring systems are in place when learners and staff access Parenta IT equipment and internet provision.

Parenta will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children/young people can be taught with regard to online teaching and safeguarding.

Parenta acknowledges that whilst filtering and monitoring is an important part of Parenta's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to Parenta control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within Parenta's Online Safety Policy.

The Use of Parenta Premises by Other Organisations

Where services or activities are provided separately by another body using Parenta premises, SMT will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a community ethos and welcome comments from learners, apprentices, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into Parenta as outlined within guidance. Visitors will be expected to sign in and out via the visitors' log and to display a visitors badge or lanyard whilst at Parenta head office. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

Parenta will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to head office.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping Children Safe in Education' 2024, and staff who have direct contact with students should also read Annex B.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that may indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age-inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour, for example, thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that may indicate physical abuse:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns, such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that may indicate emotional abuse:

- Overreaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that may indicate neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance

- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues

(See Part One of Keeping Children Safe in Education 2025)

Children Missing Education

Parenta recognises that all children/young people, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Parenta is aware that a child/young person going missing from education is a potential indicator of abuse or neglect.

Parenta has a procedure in place for responding to unauthorised absence and for dealing with children/young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access Parenta's policy and procedures regarding attendance and missing persons.

Child Sexual Exploitation (CSE)

All Parenta staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

Parenta identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Parenta recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying, including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

'Honour-based' violence

Members of Parenta are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within Parenta safeguarding training. All members of staff are alert to the possibility of a child/young person being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete FGM training. The DSL will also ensure that information and training is made available as appropriate to all members of staff.

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines: <https://www.gov.uk/guidance/forcedmarriage>, focusing on the role of training companies. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk

Female Genital Mutilation (FGM) mandatory reporting duty

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures. Summary of the FGM mandatory reporting duty: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Radicalisation

Parenta recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment, alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Parenta will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff recognises that children/young people exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children/young people from other risks. All members of the community at Parenta will report concerns regarding radicalisation and extremism to the DSL, who will follow local and national guidance.

Child Criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines is periods of absence from training, when the victim may have been trafficked for the purpose of transporting drugs, and a referral should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, cognitive ability, physical strength, status, and access to economic or other resources

Appendix 3: Keeping Yourself Safe When Responding to Disclosures

The 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the learner or apprentice that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep, e.g. "It will be alright now"
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the learner or apprentice refers to it, e.g. "you're not to blame"
- Reassure the learner or apprentice that information will only be shared with those who need to know

3. React

- React to the learner or apprentice only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not ask** leading questions; "Did he/she...?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, Explain, Describe
- **Do not** criticise the perpetrator; the learner or apprentice may have affection for him/her
- **Do not** ask the learner or apprentice to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- **Do not** destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the learner or apprentice. Always ensure that, as far as possible, you have recorded the actual words used by the learner or apprentice
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSO: Email the safeguarding incident form to safeguarding@parenta.com
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for learners/apprentices

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk 08001111
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Parenta Solutions



SOFTWARE

NURSERY MANAGEMENT - ABACUS

- Save hours by reducing planning time by 50%
- Speedy invoicing to all parents and carers in minutes
- Instant view of all financial reports
- Manage payments and track debt

EYFS LEARNING JOURNEY TRACKER - FOOTSTEPS 2

- Record meaningful and detailed EYFS observations
- Improve essential safeguarding and save hours of time
- Reduce your workload and spend more time with the children
- Identify at a glance each child's development pathway

ONLINE DAILY DIARY - DAYSHARE

- Share every magical moment of each child's day with their parents and carers with our online diary software

PARENT PORTAL APP

- Bringing parents and carers closer to their child's day by providing a timeline of their progress
- Download Parent Portal App on Android or iOS



ONLINE CPD COURSES

No deadlines, no time restrictions, no classroom! Support your staff or further your professional development with our online CPD accredited courses



TRAINING

Increase employee motivation and keep staff for longer within your setting by offering training - the ideal tool for you to develop your team.

Parenta courses include:

- Level 2 Early Years Practitioner
- Level 3 Early Years Educator
- Level 5 Early Years Lead Practitioner

PLUS ... Parenta offers a free recruitment service - no fees!



MARKETING SOLUTIONS

WEBSITE DESIGN

- Our childcare websites generate genuine interest and leads from parents and carers
- We specialise in designing and building childcare websites so you can rest assured that our team know what Ofsted and parents/carers are looking for

BRANDING & DESIGN

- Showcase your setting with branded products. From newsletters to logos and prospectuses to business cards, we take care of all your branding needs

SOCIAL MEDIA

- We assist you with setting up and using your social media accounts in no time to help you increase your setting's visibility

Working together for our children



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