



CHILD PROTECTION & SAFEGUARDING POLICY

Version	Date	Amended by	Comments	Approved	Review Date
V2.0	Sept 23	M. Davies	Combining of Child Protection and Safeguarding policies. Inclusion of changes to KCSIE 23 - reference to filtering and monitoring and training of staff, keeping children safe out of school, additional signpost to specialist organisations for children with special educational needs and disabilities, school to inform shortlisted candidates that online searches will be carried out, Child-on-child sexual violence and sexual harassment. Low-level concerns definition and need to record them. Checks on individuals coming on site to deliver teaching (section 6).	FGB	Sept 24
	Sept 24	M. Davies	Reviewed considering KCSIE 24 changes and Working together to safeguard children Change Co Head to Head Check references are still current including email addresses and telephone numbers.		
V2.1	Dec 24	M.Davies	Changes from review from GCC Legislation checked and changed. Changed some KCSIE 21 – 24 Changed annual audit to rolling audit Recheck meaning of Pg33.	FGB	Sept 25
V2.2	Sept 2025	M.Davies	Check KCSIE 25 Change gov		Sept 2026

Child Protection & Safeguarding Policy September 2026

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Safeguarding Statement

Southrop C of E Primary School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We maintain an attitude of 'it could happen here' where safeguarding is concerned. We endeavour to provide a safe and supportive environment where children are respected and valued, and their interests are at the heart of all our decisions. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Child protection for individual children who have been harmed or are at significant risk of being harmed is one part of our safeguarding responsibilities. We contribute to multi-agency working in line with statutory guidance outlined in Keeping Children Safe in Education (KCSIE 2025) and work together to safeguard children. We recognise that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

We recognise that safeguarding is everyone's responsibility.

Designated Safeguarding Lead:	Megan Davies 07970581046 mdavies@southrop.gloucs.sch.uk
Deputy DSL:	Julia McLellan 07501770879 jmcclellan@southrop.gloucs.sch.uk
Designated Teacher for Children in Care:	Megan Davies
Child Protection Governor:	Jennie Tipple jtipple@southrop.gloucs.sch.uk
Designated Deputy Safeguarding Lead:	Taryn Hancock Head Teacher Hatherop C of E Primary School - reciprocal arrangement 01285 750318
Safer Recruitment Trained:	Megan Davies, Julia McLellan
Online Safety Coordinator:	Matthew Jones
Local Authority Designated Officer (LADO):	Nigel Hatton 01452 426994

If anyone thinks a child or a young person is at immediate risk of significant harm they should contact the MASH on 01452 426565 or in an emergency always call 999. In the case of needing medical help dial 111

1. Introduction

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following legislation:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance:

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023/25) 'Working Together to Safeguard Children'
- DfE (2024) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multiagency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2023) 'Recruit teachers from overseas' DAPS Safeguarding Policy 4
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Positive Relationship & Behaviour Policy
- LAC Policy
- Staff Code of Conduct and Whistleblowing Procedure
- Anti-bullying Policy
- Attendance Policy

The school and its Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff, governors, volunteers and visitors in the school.

This policy is used in conjunction with the Gloucestershire Safeguarding Children Partnership <https://www.gloucestershire.gov.uk/gscp/>

2. Policy Principles

The welfare of the child is paramount, whether they are in school or out of school. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities. All adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

This policy aims to:

- Demonstrate the school's commitment to safeguarding and child protection to pupils, parents and other partners and to provide a framework within which this is done.
- Operate for pupils attending school in person and for when they are required to learn remotely.
- Support children to develop security, confidence and independence.
- Provide an environment in which all our pupils feel safe, secure, valued and respected.
- Give our pupils the skills to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Ensure effective working relationships with other agencies, especially the Police and Social Care.
- Ensure that all staff working within our School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is maintained accurately and checked regularly.

4. Supporting Children

We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We also recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our School will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Ensuring children know there is always an adult they can approach if they need support or help. Allocating each child an adult in school who takes particular notice of them.
- Taking time to listen to what a child has to say.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising with other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school, by ensuring that any safeguarding and healthcare information is sent to the new establishment confidentially and as a matter of urgency.
- If a child leaves the school to be educated at home, the school will work with other key professionals and the local authority. They will coordinate a meeting with parents/ carers where possible. Ideally this will be in advance of a final decision to remove is made.
- Teaching children to understand and manage risk through our PSHE, Relationship and Sex Education and Computing curriculum
- Ensuring everyone in school is aware of and signs the IT Acceptable Use Agreement.

5. Staff and governors

We will ensure that:

- The Child Protection and Safeguarding Policy and procedures are consistent with Gloucestershire's Safeguarding Partners and statutory requirements and are reviewed annually.
- All staff: receive annual training, training on induction and updates throughout the year about the Child Protection and Safeguarding Policy, the Positive Relationships And Behaviour Policy, the role and names of the Designated Safeguarding Lead and Deputy, Safeguarding Governor, safeguarding procedure, signs of abuse, online safety, remote learning, Keeping Children Safe in Education part 1 and annex B.
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Child Protection and Safeguarding Policy is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding Policy.
- The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- Any community users organising activities for children are aware of the School's Child Protection and Safeguarding Policy and procedures.
- The names of the Designated Safeguarding Lead, Deputy and Safeguarding Governor are clearly advertised in the school.
- All staff and Governors will be given a copy of Part 1 and Annex B of Keeping Children Safe in Education 2025 and will sign to say they have read and understood it; Governors will also read part 2 of the same guidance and sign.
- Staff will record any concerns they have, including low-level concerns.
- A low-level concern is any concern, no matter how small, and even if no more than a nagging doubt or a sense of unease that an adult may have acted in a particular manner.
- Staff are aware of the process to record details of any incidents or concerns on the online system, MyConcern.

6. Roles and Responsibilities

The Governing Board understand and fulfil their strategic leadership responsibilities to ensure that:

- There is a Child Protection and Safeguarding Policy and Staff Code of Conduct and that these are reviewed annually.
- All staff have read Keeping Children Safe in Education (2025) Part 1, and Annex B and that training and support are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. At least one member of the governing body has completed safer recruitment training to be repeated every 3 years
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection. The DSL and /or Deputy are available throughout the school hours and out of hours to deal with safeguarding issues.
- On appointment, the DSL and deputy undertake interagency training and update training every two years and in between this time keep themselves updated with relevant legislation.
- All other staff have safeguarding training at least annually
- All governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- All governors aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through PSHE and relationship, sex and health education (RSHE) and Computing.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place across the school.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school), and Section 128 checks are in place for all Governors.
- When letting the school premises to other organisations, checks will be made to ensure that the appropriate safeguarding arrangements are in place to keep children safe, and this will be a condition of the letting agreement.
- Any weaknesses in Safeguarding are remedied immediately.

The Headteacher will ensure that:

- The Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings. DSL Job description is found at Appendix 2.
- Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- All staff feel able to raise concerns about poor or unsafe practice about any member of staff including volunteers and supply teachers. Any such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and this will be appropriate to the age and stage of the pupils and personalised where appropriate.
- They liaise with the Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead:

- Holds ultimate responsibility for safeguarding and child protection in the school.
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole School community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is appropriately trained with updates every two years and will ensure that they refresh their knowledge and skills at regular intervals throughout the year.
- Will refer a child if there are concerns about possible abuse, to the relevant partners including the police, if necessary, through the Gloucestershire Mash team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the online Multi Agency Referral Form (MARF).

- Will keep detailed, accurate records, using MyConcern, of all concerns about a child even if there is no need to make an immediate referral. They will ensure that records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday.
- Will ensure that when a pupil leaves the school, their child protection file is passed to the new School (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and Annex B.
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents/carers.
- Will organise child protection and safeguarding induction, regularly update training (including online safety) for all School staff, keep a record of attendance and address any absences from the training.
- Will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities". This in a rolling assurance document completed termly.
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- Will ensure that the names of the Designated Safeguarding Lead and Deputy and Safeguarding Governor, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead will:

- Be trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils.
- In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Staff will:

- Undertake at least Level One Child Protection training, and subsequent refresher training every 3 years.
- Undertake online Prevent training and give certificate to school admin for filing.
- Read Keeping Children Safe in Education Part 1, and Annex B each year.
- Be aware of the signs of abuse.
- Understand that no one staff member can have a full picture of a child's needs and circumstances therefore it is everyone's responsibility to safeguard and promote the welfare

of children. Staff have a role to play in identifying concerns, sharing information and taking prompt action by immediately speaking to the DSL or Deputy.

- Consider, at all times, what is in the best interests of the child.
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015).
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or children's social care.
- Be aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.
- Will check the teaching of individuals they invite on to site to teach the pupils, including:
 - Educational value
 - Age appropriateness of what is delivered
 - Whether relevant checks are required.
- Be aware of the school's Whistleblowing Procedure.

Safeguarding Governor will:

- Undertake training appropriate to the role.
- Monitor the SCR to check for compliance.
- Will liaise with the Designated Safeguarding Lead and inform the governing body of any pertinent information.

Designated Teacher

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

7. Confidentiality

All staff will ensure that in line with DFE guidance on information sharing they will contribute to inter-agency working as part of its statutory duty. This includes work with the LA, Social Care, the police, health services and other services to protect the welfare of its pupils through the early help process and by contributing to inter-agency plans to provide additional support.

Staff members are aware that whilst GDPR places a duty on School to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupils being placed at the risk of harm. They will be aware that sharing early information is vital in ensuring that effective identification, assessment and appropriate service allocation is in place for pupils. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. Information must be shared with the right people between and within agencies.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteachers or DSL, Deputy DSL will only disclose information about a child to other members of staff on a need-to-know basis.

We will always undertake to share our intention to refer a child to Social Care with parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with other professionals, including use of the NPCC materials to determine the next step.

8. Measures to prevent bullying

Our PSHE and Computing curriculum include at least annual teaching about what bullying, cyberbullying, prejudice-based and discriminatory bullying are and what actions victims and bystanders can take. The consistent advice throughout the school is that victims and witnesses should tell a trusted adult. If a child does not feel able to do this they are signposted to Childline and CEOPS.

We react immediately to any observations or reports of bullying. We communicate with parents/carers, the alleged victim and perpetrator and any bystanders. We design bespoke whole class teaching sessions in PSHE or individual and group sessions with the ELSA or SENDCo as necessary.

All incidents are entered into MyConcern and tracked by the Headteachers.

See the Anti-bullying Policy for more information.

9. Child Protection Procedures

For the purposes of this policy, "abuse" is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices 1 and 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here". All staff will be aware of the 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. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and Deputy DSL, will be aware that safeguarding incidents and behaviours can be associated with factors outside of school and can occur between children; this includes being aware that pupils

can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure. All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

There are a number of specific safeguarding concerns that we recognise our pupils may experience;

- child missing from education
- child missing from home or care
- child criminal and child sexual exploitation (CSE)
- county lines criminal activity
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Homelessness
- mental health
- private fostering
- pupils with family members in prison
- pupils required to give evidence in court
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- child on child abuse

Staff concerned about a child's welfare

If staff notice any indicators of abuse/neglect, mental health issues or signs that a child may be experiencing a safeguarding issue they should record these concerns and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing. Staff will be aware that pupils 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. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

It is recognised that the signs may be due to a variety of factors, for example, marital problems in the family, an illness in the family, the death of a pet. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns and alert the DSL.

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing on MyConcern.

If the pupil does reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If a pupil discloses to a member of staff

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers, therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong, Tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation on MyConcern as soon as possible in the child's own words. Staff should make this a matter of priority. The record should be dated and it should also detail where the disclosure was made and who else was present. Make the DSL aware that a concern has been raised.

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Where there are concerns about forced marriage or honour -based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Making a referral

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate, taking into account what is known about the wider context for this child in accordance with Gloucestershire's Safeguarding Partners Levels of Need document.

If a referral is needed, then the DSL should usually make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
<https://www.gscb.org.uk/media/2083951/cp-flowchart-nov-2018.pdf>

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Children who are particularly vulnerable

It is recognised that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Our teaching on safeguarding, including online safety, for this group of pupils will be scaffolded as appropriate to ensure that they are fully able to understand how to keep themselves safe.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- LGBTQ+ pupils and those perceived by others to be LGBTQ+
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- frequently missing or go missing from care or home
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation, trafficking or slavery.
- Is at risk of being radicalised or exploited.
- Do not have English as a first language
- Potentially at risk of female genital mutilation
- Potentially at risk of forced marriage Is privately fostered.

10. Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g., cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by SLT and the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE /RSHE education.

11. Racist Incidents

Our RSHE policy sets out our expectations that all within our diverse communities will be afforded dignity and respect. We will not discriminate against any of the protected characteristics in the Equality Act (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and will be sensitive to the faith and beliefs of those in the wider school community. Our RSHE teaching encourages pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together. As such, any incident that is racist in nature will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12. Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

We are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for School's and childcare providers on preventing children and young people from being drawn into terrorism.

We seek to protect children and young people against the messages of all violent extremism.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in School's (2014).

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Gloucestershire Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

13. Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “domestic abuse” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected.

Domestic abuse represents one quarter of all violent crime. “Abusive behaviour” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse. “Personally connected” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse and recognise the impact of domestic abuse on children, as victims in their own right. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

14. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Perpetrators may subject children and young people to multiple forms of abuse such as criminal exploitation (including county lines) and sexual exploitation. In these cases, the exploitation/abuse will be in exchange for something the victim wants or needs. Children are exploited for money, power or status. CCE /CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability for pupils. Staff in this School are aware that the experience of girls who are criminally exploited can be very different to boys. The indicators may not be the same. Both girls and boys are at risk of CCE/CSE. Staff are also aware that for children being criminally exploited they may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally or sexually exploited should be passed without delay to the DSL. There is a clear link between regular School absence/truancy and CCE/CSE. Staff should consider a child to be at potential CCE/CSE risk in the case of regular School absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use Gloucestershire’s Safeguarding Partners Guidance on all occasions when there is a concern that a child is being or is at risk of being criminally or sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being exploited.

In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

A child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The risks of criminal and sexual exploitation are covered in the PHSE and SRE curriculum in an age-appropriate way. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing them harm. They will be supported in terms of recognising and assessing risk in relation to CCE/CSE, including online, and knowing how and where to get help.

15. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. Teachers are legally required to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. Failure to do this will result in disciplinary action.

The duty applies to all persons who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed and will provide guidance.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported as per the safeguarding protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

16. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Antisocial Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a School or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 020 7008 0151.

17. Honour-based Violence (including FGM and Forced Marriage)

Honour -based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour -based abuse might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

18. Mental Health

All staff within the school will be aware that a pupil displaying mental health problems could be as a result of the pupil being at risk of, or having suffered abuse, neglect or exploitation. Staff will be aware of the lasting impact that this may have on a child which can last into adolescence and into adulthood.

Staff will ensure that they will fully consider the impact of mental health on pupils' behaviour and education, particularly if adaptations are required as part of an EHCP or pastoral support plan.

Any staff member who is concerned about a pupil should refer to the DSL or their deputy so that the appropriate professional advice and support can be sought from professionals if needed and the full range of evidence is held, so that in line with the school's safeguarding policy, if there is a safeguarding concern, a referral can be made.

Pupils will be taught about how to safeguard themselves and their own well-being through the delivery of the statutory Relationships Sex and Health education curriculum delivered throughout the school in line with our policy for RSHE. Staff will consider when delivering this, any additional needs specific pupils may have and any resulting adaptation to the curriculum that is required.

19. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

All staff are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

20. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential academies, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

This School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify Gloucestershire Children's Social Care of the circumstances.

21. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect. We ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Gloucestershire County Council's Virtual School head for children in care.

The designated teacher for looked after child works with the Virtual School head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

22. Children Missing Education

Attendance, absence and exclusions are closely monitored in line with our attendance policy. A child going missing from education is a potential indicator of abuse and neglect, including criminal and sexual abuse /exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities ' .

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. 22.4 The School will ensure that the relevant personal information will be kept for each pupil including two emergency contact details where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest date.

23. Online Safety

The school will adhere to the IT Acceptable Use Policy at all times. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.
- The filtering and monitoring systems in place and will know how to escalate concerns where they are identified.

The school will ensure that suitable filtering and monitoring systems are in place on IT equipment to prevent children accessing inappropriate material

Reviewing online safety annually is a key priority for the school. The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

The use of personal electronic devices, including mobile phones and cameras, by staff is closely monitored by the school, in accordance with the school's IT Acceptable Use Policy. Pupils are not allowed to bring personal electronic devices onto the school site. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the School's Data Protection Policy. Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Head Teacher will liaise with the DSL and carers to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils. Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL.

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use. This will be signposted through the school's website and the links contained on it as well as through newsletters and other information sessions. The

school will also make it clear to parents what their children are being asked to do online for school, especially when learning remotely.

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of up skirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g., a motion-activated camera. Up skirting will not be tolerated by the school. Any incidents of up skirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Artificial Intelligence (AI)

In line with the Department for Education's guidance in Keeping Children Safe in Education (KCSIE), we recognise that online safety is a vital aspect of safeguarding and child protection. Our school is committed to protecting children and young people from online harm, including risks associated with social media, digital communication, and the emerging use of artificial intelligence (AI).

Staff must use technology safely, responsibly, and in accordance with our safeguarding, data protection, and acceptable use policies. The use of AI or digital tools within the school will always support educational and safeguarding aims, comply with UK GDPR, and avoid exposing children to inappropriate, biased, or unsafe content. Children will be taught how to use digital technologies and AI safely and ethically, developing critical thinking and resilience when engaging online.

We recognise that online safety extends beyond the school environment. To support this, we work in partnership with parents and carers to raise awareness of online risks, promote safe online behaviour at home, and provide guidance on managing children's digital activity. The school shares regular updates, resources, and training opportunities to help parents protect their children online and understand emerging technologies, including AI.

Any concerns arising from online activity, AI-generated materials, or the misuse of digital platforms will be addressed promptly in line with our safeguarding procedures and reported to the Designated Safeguarding Lead (DSL).

24. Child on Child Abuse

In most instances, the conduct of pupils towards each other will be covered by our Positive Relationship and Behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. We recognise that children are capable of abusing their peers. It will never be passed off as 'banter' or 'part of growing up', as a school we take a zero tolerance approach to this behaviour.

All staff will be vigilant to the prospect that this could happen in this school. Child on Child Abuse can take place on or offline and can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting – can happen to any gender.
- Initiation - and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

This school aims to reduce the likelihood of child-on-child abuse through;

- the established School values
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate PSHE/RSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe on and offline systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed robust risk assessments providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose child-on-child abuse and that if they do, it is likely to be to their friends. Therefore, this school will also educate pupils in how to support their friends if they have, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded, or humiliated and can create a hostile, sexualized or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalised inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes;

- Sexual comments
- Sexual "jokes" and taunting
- Physical behaviour, such as deliberately brushing against another pupil
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting)
- Inappropriate comments on social media
- Exploitation
- Coercion
- Threats

Online sexual harassment may be isolated or part of a wider pattern.

Sexual Violence refers to the following three offences;

- Rape
- Assault by Penetration
- Sexual Assault

Harmful sexual behaviours is a term used to describe behaviour that is problematic, abusive and violent and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrase

- Inappropriate touching/physical behaviours that are potentially criminal in nature Sexual violence or threats
- Penetrative sex with other children or adults
- Sexual interests in adults or children of very different ages to their own
- Forceful or aggressive sexual

Preventative Approach.

The school will ensure that a preventative approach is in place through educating pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies, RSE and PSHE lessons.

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their non-SEND peers. Staff will not assume that possible indicators of abuses relate to the pupils SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be as equally robust as it is for incidents between children of the opposite sex.

Support will be available for any child who has been harmed, who is in immediate danger or at risk of harm. Options for this include managing the support internally via the school's own pastoral support processes, undertaking an early help assessment or making a referral for the pupil using the normal channels and following the appropriate process.

Support when a crime may have been committed. Support will be available whether a crime has been committed or not. Rape, assault by penetration and sexual assaults are all crimes. Where a report includes such an act, the police will be notified often as a natural progression of making a referral. The DSL will be aware of the local process for referrals. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach. The school has a close relationship with the Schoolbeat officer and the DSL will liaise closely.

Support will also be available should the report include online behaviour. Online concerns can be especially complicated. The school recognises that there is the potential for an online incident to extend further than the local community and for a victim or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If a child makes a disclosure that includes images that contains either sexual images or videos staff will not view these images and will explain to the child that this will need to be shared with the DSL and contact them immediately. The images/videos should not be deleted, and the DSL will make the appropriate referrals.

Managing Disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. The basic principles for recording the report remain the same and staff will remember to not promise confidentiality at the initial stage and will record the disclosure using the normal school processes ensuring that the facts are recorded as the child presents them – not the opinion of the note taker. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act, never assuming that someone else will deal with it. However, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of the LA and Social Care where necessary. If staff are in any doubt, they should speak to the DSL, who will make a decision based on all available guidance including from the NPCC materials.

Where an alleged incident took place away from the school or online but involved pupils from the school. The school's duty to safeguard pupils remains the same.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of the children involved in any report of sexual violence or sexual harassment. It will consider carefully, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk Assessment

The DSL or deputy DSL will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or specialist worker will be required. Risk assessments will consider the victim, the alleged perpetrator and other children at the school, especially any actions that are appropriate to protect them.

Taking action following a disclosure The DSL will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Ongoing support for the victim

For reports of sexual assault of any nature, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator. In all cases, the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

There are four likely outcomes when managing reports of a sexual violence or sexual harassment;

- Managing internally - in some cases the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support or other specialist internal support.
- Providing early help – The school may decide that statutory interventions are not required, but that pupils may benefit from early help - providing support as soon as a problem emerges. This approach can be particularly useful in addressing non –violent sexual behaviour and may prevent escalation of sexual violence.
- Referral to Social Care - if a child has been harmed, is at risk of being harmed or is in immediate danger, the school must make a referral. Parents will be informed unless there is a compelling reason not to do so. This decision will be made in consultation with the safeguarding partners. The DSL will work closely with Social Care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If Social Care decides that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the School agrees with the decision made by Social Care, they will consider the use of other support mechanisms such as Early Help or pastoral support.
- Reporting to the police – Reports of rape, assault by penetration, or sexual assault will be passed onto the police, even if the perpetrator is under 10. Generally, this will be in parallel with a referral to Social Care. The DSL and deputies will follow the local process for referral. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed it is essential that the school supports the child with any decision taken in consultation with Social Care and any other specialist agencies.

Whatever outcome chosen it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions, and reason behind decisions, will be recorded on paper or electronically. Due process will be always followed.

The following situations are statutorily clear and do not allow for contrary decisions;

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual images and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Any decisions regarding safeguarding and supporting the victim will be made having duly considered:

- The age and developmental stage of the victim
- The needs and wishes of the victim,
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like
- The terminology the school uses to describes the victim.

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident in small segments, consequently short sessions may be needed to be the considered approach and dialogue needs to be kept open to facilitate this. The victim may choose to appoint a trusted adult. Victims may struggle to reintegrate back into a normal classroom environment; therefore, it is important not to isolate the victim. The victim may wish to be withdrawn from lessons and activities at times. This will only occur at the victims wishes, not because it is easier to manage the situation. The school will provide a safe space for the victims to use at this time.

Victims may struggle for a long period of time and the school will need to offer long term support in liaison with the relevant agencies for as long as this is needed.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in school, alternative provision or a move to another school will be considered – this will only be done at the request of the victim and their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology used to describe the alleged perpetrator or perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused the victim and the support necessary
- Their age and developmental stage
- What a proportionate response looks like
- Whether the behaviour is a symptom of their own abuse of exposure to abusive practices and/or materials.

When making a decision the school will seek advice from the LA, SC, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another School, for any reason, the DSL will inform the destination School of any ongoing support that is required and transfer the child protection file in the usual way.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and rescue the likelihood of them abusing again.

Disciplining the alleged perpetrator.

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusions and imposing an appropriate penalty. The school will make decisions on a case-by-case basis, with the DSL taking a lead role. The school will take into consideration whether any action will prejudice an investigation and/or subsequent prosecution. The police and SC/LA will be consulted where necessary. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear though whether action taken is disciplinary, supportive or both.

Where a criminal investigation leads to a conviction or caution this will constitute a serious breach of discipline and will result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils, the perpetrator will be permanently excluded. Guidance will be sought at all times for any such cases.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment decisions will be made on a case-by-case basis. The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim and to understand their wishes in terms of support arrangements and next steps.

The school will also meet the parents of the alleged perpetrator to discuss the arrangements that will impact their child, such as being removed from classes with the victims, changes to routines etc. Reasons behind these decisions and explained as well the support being made available. The DSL or a deputy will attend such meetings, with agencies invited as necessary. Safeguarding other children

Children who have witnessed sexual violence will be provided with support. It is likely that children will "take sides" following a disclosure and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. The school will be mindful that contact may be made between the victim and perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent this and will record this on the risk assessment. The school will also ensure that the school's risk assessment consider transport arrangements as a vulnerable place for both victims and perpetrators and any additional support that could be put into place to mitigate risk.

25. Sexting and the production of indecent images

The school will ensure that staff are aware to treat the sharing of indecent images including nudes and semi nudes, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training in how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery
- Tell the DSL immediately if they accidentally view an indecent image and seek support because the child has shared before they could stop them
- Explain to the pupil that the incident will need to be reported
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL
- Report the incident to the DSL.

The DSL should make an immediate referral to Children's Social Care/Police if the incident involves a child under 12.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures

26. Homelessness

The DSL and deputies will be aware of the contact details and referral routes in the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic Abuse
- Anti-social behaviour
- Any mention of the family saying they are moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to social care where a child is being harmed or at risk of harm.

27. Serious violence

All staff will be aware of the indicators that may signal a pupil is at risk of or involved with serious violent crime. Staff will make the DSL aware of any pupils for whom they have concerns because of increased absence, new friendships, especially that with much older individuals or groups, a decline in performance, signs of self-harm or changes to wellbeing, signs of assaults or unexplained injuries. Unexplained gifts or new possessions might also be an indication that pupils have been involved with criminal activity.

County lines criminal activity refers to drug networks or gang grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. All staff understand that they must remain open to the possibility that this could be happening here.

Staff members who suspect a pupil may be vulnerable to or involved in serious crime including county lines, will immediately report all concerns to the DSL. A safeguarding referral will be

considered alongside the availability of local help and support for victims of child criminal exploitation and county lines exploitation.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

28 Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of "Are you a young person with a family member in prison" from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns with staff.

29. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

30. Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputies will always consider the context of incidents- this is known as contextual safeguarding.

Assessment of pupil's behaviour will consider whether there are wider environmental factors that are a threat to their safety or welfare. The School will provide as much contextual information as possible when making referrals.

31. Alternative Provision

The School will remain responsible for a pupil's welfare during their time at an alternative provider. The SENCO and DSL will visit to ensure that the setting is safe, and that supervision is appropriate. There will be regular communication with the setting to ensure that any concerns or non-attendance are shared immediately as the school remains the lead provider for the pupil. Pupil will be dual rolled for this period. Records in school will evidence the nature of the provision, the interventions, therapy, key objectives in place as well as the review dates and progress made. Transition plans back to home school will also be in place.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

32. Work Experience

When a pupil is in the school on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place before the placement commences. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16

33. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. Any pupil may benefit from Early Help, but staff will be particularly alert to those very vulnerable pupils. The school's approach to Early Help will be shared through the offer of Early Help published on the school's website.

All staff will be made aware of the local early help process and understand their role within it.

34. Allegations against Staff including supply staff, volunteers and contractors

This School will ensure that when any allegation is made that would indicate that a member of staff, supply teacher, volunteers or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk or harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Examples of behaviour could include but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or, humiliating pupils.

The school's policy for managing allegations will be followed in line with statutory guidance from KCSIE.

Low Level concerns will be sent to the Headteacher for a decision on whether or not this is a low level and whether or not this should be shared with the LADO. All allegations, low level or not, should be recorded carefully using the schools' own systems, including any actions that need to be taken. The Head Teacher should also decide how and when to speak to the member of staff.

The school will ensure that when an allegation is made it will always consider the two key principles of looking after the welfare of the child and investigation and supporting the person subject to the allegation. The DSL or their deputy will be responsible for ensuring that the child is not at risk and making the appropriate referrals if needed, in accordance with guidance in KCSIE. The Head teacher will be responsible for ensuring that the appropriate referral is made to the LADO. This will determine the course of action for responding to the allegation.

Guidance about conduct and safe practice will be given at induction. All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher.

The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Head Teacher first.

The school will follow Gloucestershire procedures for managing allegations against staff, set out in Keeping Children Safe in Education and the School's Managing Allegations procedures. Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and Head Teacher will seek the advice of the LADO and HR in making this decision.

In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites. In circumstances where an allegation is made about an individual not employed by the school, normal processes and steps are put into place in full consultation with the employee's agency. School staff will expect to take the lead in any situation such as this in consultation with the LADO.

35. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Procedure.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing related to the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

36. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in using techniques such as "Safer Handling". We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

37. Safer Recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

We will inform shortlisted candidates of our intention to carry out online searches

All schools providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk. The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

38. Single Central Record

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school, which is checked and reviewed regularly. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

- For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.
- If any checks have been conducted for volunteers, this will also be recorded on the SCR.
- If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Any volunteer who will be supervising pupils without school staff will be subject to an enhanced DBS check. Written confirmation that supply agencies have completed all relevant checks will also be included. The details of an individual will be removed from the SCR once they no longer work at the school.

39. Use of the School Premises for non-school activities

Where the local governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the local governing board provides the activities under the direct supervision or management of school staff, school's own child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The local governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

40. Equalities

This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity or paternity and sexual orientation.

41. Values

Our twelve school values underpin the life of the whole school community. Those particularly pertinent to child protection are:

Courage: Doing the “right thing” which means putting aside fears of how carers might react when a referral to social care is made, focussing on what is right for the child as your principle concern.

Justice: Children who have been or are being abused deserve justice to put right what has happened. All the school need to show that appropriate measures will be taken against perpetrators who abuse children.

Compassion: Victims of abuse should be shown compassion rather than sympathy. This includes going the extra mile to try to put things right.

Respect: Respect for every child’s right to a life free from abuse informs our actions as adults in this school.

Responsibility: Child protection is the principal responsibility of every person (either paid or volunteer) in the school.

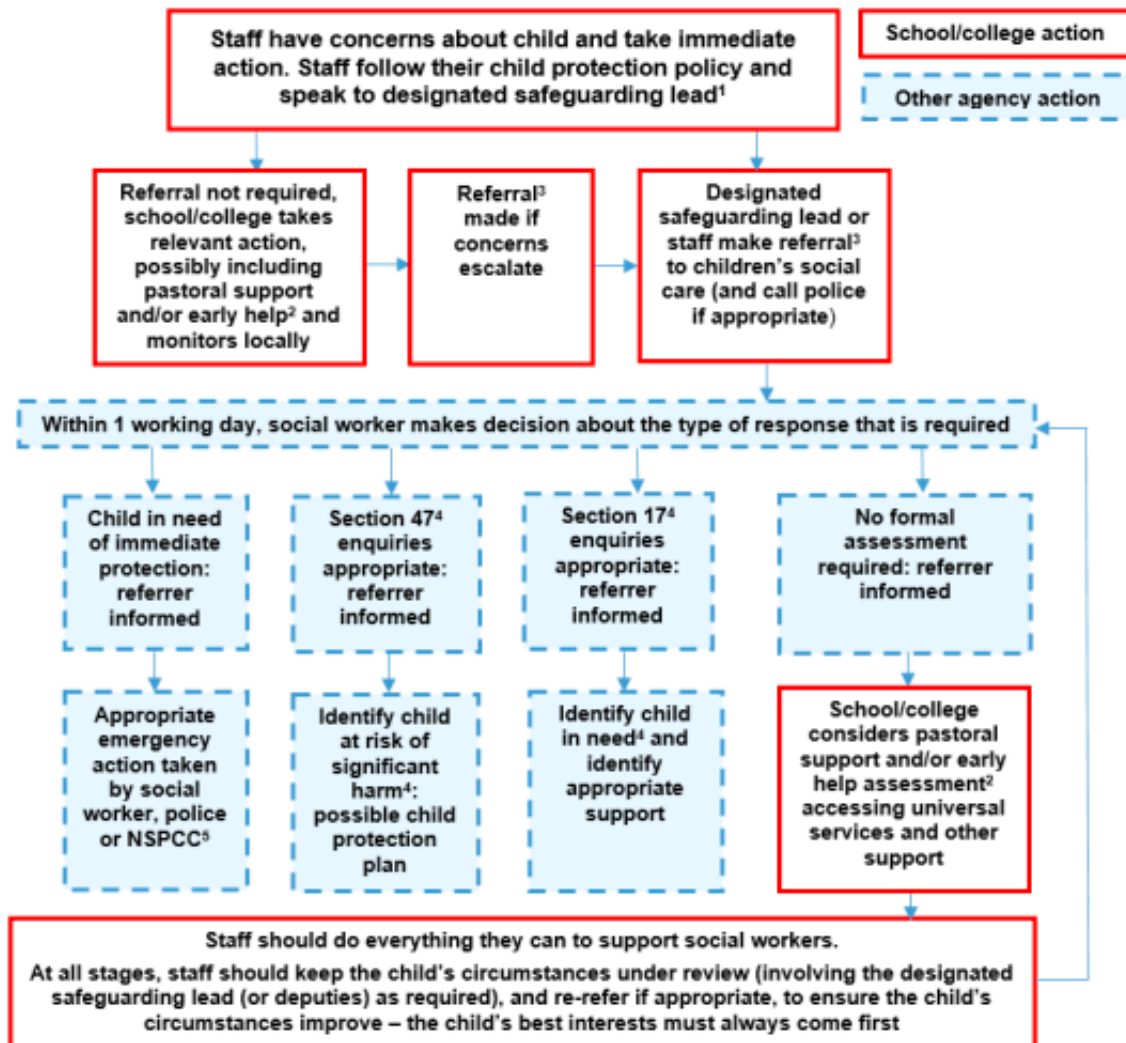
42 Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed every year.

Appendix 1

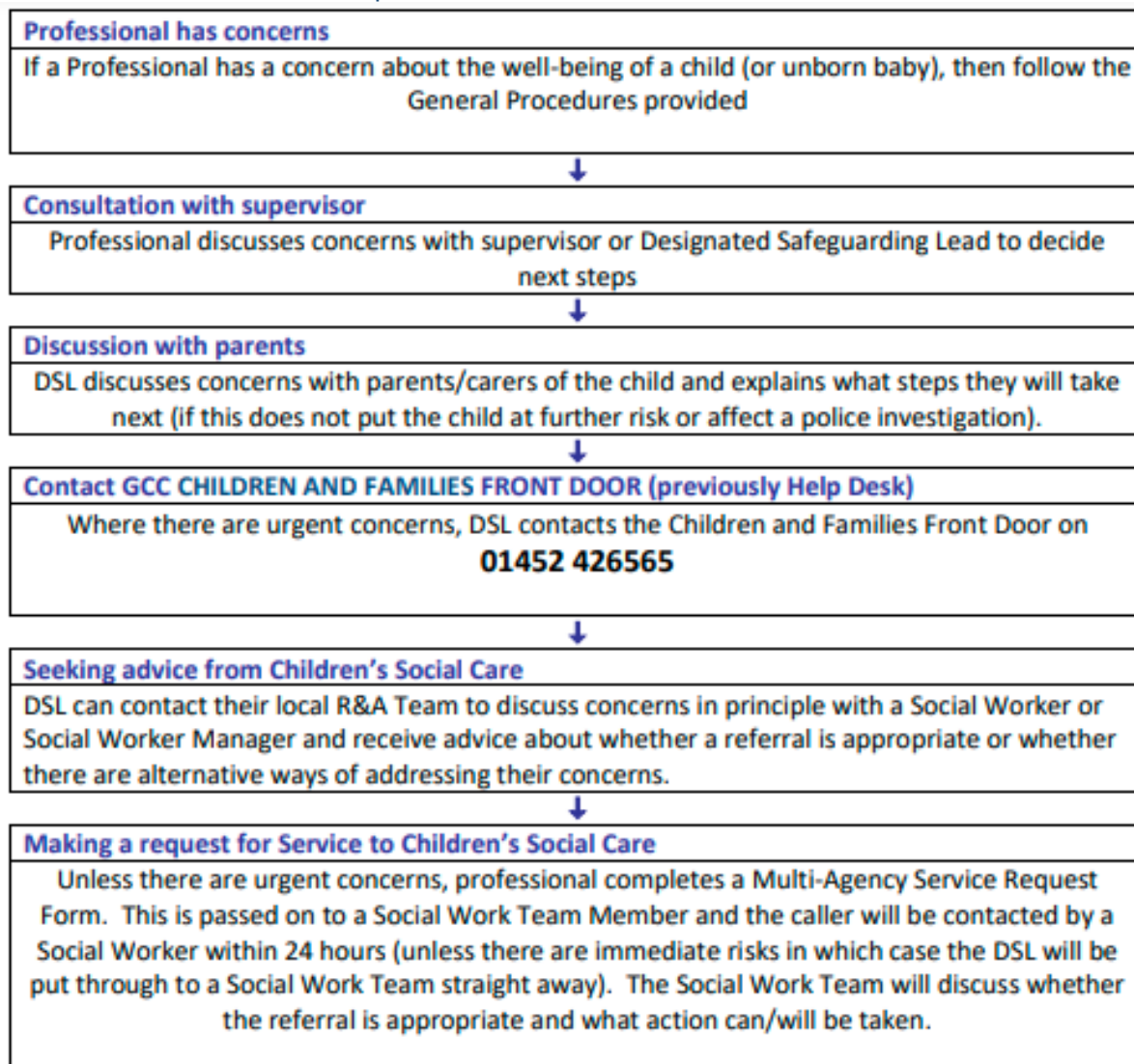
Actions where there are concerns about a child

Actions where there are concerns about a child



The Referral Process. (Taken from the GSCP, DSL Handbook)

The DSL will usually make referrals. However it is the responsibility of the Head teacher and the DSL to ensure all staff know the procedure and have the confidence to use it.



Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **GCC CHILDREN AND FAMILIES FRONT DOOR on 01452 426565**

For out of hours social work advice please contact the
Emergency Duty Team on 01452 614 194

When making a referral, the links in Appendix G should be used. Consent to share information should be sought from parents unless to do so would place the child or another person at risk of harm.

Appendix 2

Job Description 2023 for Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated. Any deputies should be trained to the same standard as the (DSL) and the role should be explicit in their job description.

Manage referrals

- The designated safeguarding lead is expected to:
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher and inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- ensure all processes and procedures are in place as required
- liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise and promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

- ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding lead with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection and safeguarding policy and procedures, especially new and part time staff
- ensure the Trust's child protection policy and safeguarding policy is linked back to school's systems and procedures and these are updated and reviewed regularly
- ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school and college leadership staff. Staff, should know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Information sharing and managing the child protection file

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- to be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and will be stored securely on MyConcern.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns either in person or via phone or Teams . The designated safeguarding lead needs to ensure that they have arranged adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 3 Further advice on child protection is available from:

NPCC: When to call the police NSPCC: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

NSPCC - Domestic-abuse Signs Symptoms and Effects

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International making the internet a great and safe place for children.

<http://www.childnet.com/> Thinkuknow (includes resources for professionals and parents)

<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

GSCB: Gloucestershire Safeguarding Children Board

Appendix 4 Telephone numbers for concerns about the safety of a child.

Social Care

Report concerns to Children and Families Helpdesk Customer Service Operators on:	01452 426565
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Referral and Assessment Teams. 01452 427850
Children and Families Teams. Gloucester
Referral & Assessment Team
Gloucester Children & Families Team 01452 427827
Forest Referral & Assessment Team 01594 820489
Forest Children & Families Team 01594 820577
Cheltenham & Tewkesbury Referral & Assessment Team 01242 532447
Cheltenham Children & Families Team 01242 532425
Stroud & Cotswolds Referral & Assessment Team 01453 760534
Stroud Children & Families Team 01453 760530
Cotswold Children & Families Team 01285 881029
Tewkesbury Children & Families Team 01452 427533

Safeguarding Children Service	01452 583636
Safeguarding Children Development Officer (education)	01452 426994
Local Authority Designated Officer for Allegations	01452 426994

Police

Police –Child Abuse Investigation Team	01242 261112
Gloucestershire Police	0845 0901234

Health Services

For general enquiries about health services, please contact:

Gloucestershire Health 01452 300222
Victoria Warehouse, Gloucester, GL1 2EL
Gloucestershire Partnership NHS Trust 01452 891000
Rikenel, Montpellier, Gloucester, GL1 1LY
Safeguarding Children, NHS 08454 221500
Gloucestershire
Sanger House, 5220 Valiant Court,
Gloucester Business Park,
Brockworth, Gloucester, GL3 3PX
East Gloucestershire NHS Trust 01452 395050
Ambulance Control & HQ

Horton Road, Gloucester, GL1 3PX

Housing Services

Cheltenham Borough Council Municipal Offices, The Promenade, PO Box 12, Cheltenham, GL50 10PP	01242 262626
Cotswold District Council (area offices) Trinity Road, Cirencester, Glos, GL7 1PX	01608 650881
Forest of Dean District Council The Council Offices, High Street, Coleford, GL16 8HG	01594 810000

Other useful telephone Numbers

Citizens Advice Bureau (Cheltenham)	01242 522491
Citizens Advice Bureau (Gloucester)	01452 527202
Cheltenham General Hospital (switchboard)	08454 224438
Gloucester Royal Hospital (switchboard)	08454 228394
NSPCC Gloucester	0808 8005000
Rape Crisis	01452 526770
Childline	0800 1111
Samaritans	08457 90 90 90
SHARE – Young Peoples Counselling Service	01452 500300
Prevent	020 7340 7264