Ruardean C of E Primary School

Safeguarding, Child Protection Policy and Offer of Early Help

Love of Learning - Love of Life - Love of One Another

Matthew ch22 v33-40

Policy Reviewed:	**Annually**
By:	**Full Governing Body**
Agreed:	**7th October 2026**
Next Review:	**Autumn 2027**
Owner:	**Headteacher**

Related Policies

- Anti-bullying
- Behaviour
- Positive Handling
- Intimate Care
- Safer Recruitment
- Safer Working Practises
- Acceptable Use
- Children in Care Policy
- Safespace Protocol
- Health and Safety
- Business Continuity Plan

Legislation

- Children Act 1989 and the Children Act 2004
- Equality Act 2010
- Counter-terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Domestic Abuse Act 2021
- 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
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of
- Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Anti-social Behaviour, Crime and Policing Act 2014

Statutory guidance

- Keeping Children Safe in Education 2026(KCSIE)
- Relationships Education, Relationships and Sex Education and Health Education 2025 (RSE)
- DfE (2023) 'Working Together to Safeguard Children'

- Prevent duty guidance (2023) also known as the Prevent duty.
- Channel Duty Guidance Protecting people susceptible to radicalisation known as the Channel Duty.
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'multi-agency statutory guidance on female genital mutilation'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'multi-agency statutory guidance for dealing with forced marriage and multiagency 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 (2024) Working together to improve school attendance
- DfE (2024) Meeting digital and technology standards in schools and colleges
- DFE (2025) Filtering and monitoring standards for schools and colleges

- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

1.0 Rationale

Ruardean C of E Primary School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming 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, protection and justice as soon as problems emerge. Child protection forms part of the school's safeguarding responsibilities. The school will fully contribute to multi-agency working in line with statutory guidance outlined in KCSIE 2025 and working together to safeguard children.

The **DSL or DDSLs should always be available** to discuss safeguarding concerns. We aim to ensure that at least the DSL or one of the DDSLs are on site at all times. However, in the rare occasion that they are not on site then at least one will be available on the phone during school hours.

Designated Safeguarding Lead (DSL)	**Ione Haroun (Headteacher)**
Safeguarding Governor	**Ian Lavery**
Deputy DSL	**Kealey Broddle/Charlote Radnor**
Designated Teacher for Children in Care	**Ione Haroun**
Designated Governor for Children in Care	**Ian Watkins**
Family Support Worker/Early Help Advisor	**Kealey Broddle**

This policy will be reviewed annually, in response to an incident, whenever there are changes in law and following training.

Everyone employed at our school has a responsibility in relation to child protection.

Schools play a vital role in safeguarding children; working in partnership with other children services. Staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the Local Safeguarding Children's Board.
We also care for children who have been abused and try to understand their challenges. We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. When at school their behaviour may be challenging. The school will endeavour to support the pupil through:

- The content of the curriculum;
- An ethos that provides a supportive and secure environment;
- A school behaviour policy that is rooted in relational practice and is aimed at supporting vulnerable pupils: that ensures that pupils know that some behaviour is unacceptable but also that they are valued and not blamed for any abuse that has taken place;
- Ensuring the correct transfer of information to other schools;
- Liaising with other agencies such as social care.
- An emphasis on providing early help
- To offer additional support through ELSA, Young Minds Matter and Talk Well.
- developing their understanding of themselves through worship and My Happy Mind lessons.

1.1 Terminology used in this policy

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home including online
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The word staff refers to all those working for or on behalf of the school, full or part-time, temporary or permanent, either in a paid or voluntary capacity.

The word practitioners refers to "all individuals who work with children and their families in any capacity".

Child includes everyone under the age of 18.

Parents refer to birth parents and other adults who are in a legally recognised parenting role, for example step- parents, foster carers and adoptive parents.

For the purposes of this policy, the term harmful sexual behaviour includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DFE's guidance 'Sexual violence and sexual harassment between children in schools and colleges' (2021), and for the purpose of this policy, the term sexual harassment is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated and can create a hostile, sexualised or offensive environment.

For the purposes of this policy, the term sexual violence encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term teaching role is defined as someone who is involved in planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching activities if the person carrying out the activities does so (other than for the purpose of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

1.2 Aims of this policy

To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners and to provide a framework within which this is done. This policy operates for pupils attending school in person and for when they are required to learn remotely.

1. To support the child's development in ways that will foster security, confidence and independence.
2. To provide an environment in which all our children and young people feel safe, secure, valued and respected, and feel confident to, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
3. 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.
4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
5. To emphasise the need for good levels of communication between all members of staff.
6. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
7. To ensure effective working relationships with other agencies, especially the Police and Social Care are in place.
8. To ensure that all staff working with in 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.

2.0 Roles and Responsibilities

2.1 The governing board will ensure that:

- a member of the governing board, is nominated to lead on child protection issues in the event of an allegation of abuse made against the headteacher.
- the headteacher is appointed as DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

- all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- at least one member of the governing body has completed safer recruitment training to be repeated every three years.

2.2 The headteacher will ensure that:

- all staff including temporary staff and volunteers are provided with the school's safeguarding and child protection policy and staff code of conduct.
- all staff have read Keeping Children Safe in Education (2023) Part 1, and Annex B and that mechanisms through 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.
- 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.
- the DSL and/or DDSL are available throughout the school hours to deal with safeguarding issues and that appropriate cover is made for out of hours/out of term activities.
- on appointment, the DSL and DDSL undertake interagency training and 'update' training every two years and, in between this time, keep themselves updated with relevant legislation.
- ensure that one or more deputy DSLs are appointed to provide support to the DSL, and that they are trained to the same standard as the DSL. The role will be explicit in their job description(s).
- all other staff have safeguarding training updated as appropriate so that they are appropriately equipped to support pupils to be themselves, e.g., if they are LGBTQI.
- be 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 personal social health and economic education (PSHE), and through relationship, sex and health education (RSHE).
- 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 safeguarding responses are put in place for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- when alterative provision is used (AP), the school remains responsible for any child in this setting. All due diligence checks will be undertaken to ensure that children are safe within these settings, using the agreed protocols.
- staff implement appropriate filters and monitoring of online material 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.
- that 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 Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- the Safeguarding and Child Protection policy is publicly available on the school website or by other means.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies)DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- 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 whistleblowing procedures.
- that 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.

2.3 The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection in the school including online safety of pupils.
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community, including close liaison with the school's mental health lead.
- 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, either written or using appropriate online software, of all concerns and decisions made about a child even if there is no need to make a 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 an indication of the existence of the additional file above is marked on the pupil records.
- 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 (through induction) and Keeping Children Safe in Education Part 1 and Annex B (annually for all staff).
- 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.
- will organise child protection and safeguarding induction, regularly update training (including that related to online safety which will include information about filtering and monitoring) for all school staff,
- 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 deputies are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 **The Deputy Designated Safeguarding Leads:**

- are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries 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. The role will be explicit in their job descriptions.

2.5 **All school staff will:**

- 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 a 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.
- provide a safe environment in which children can learn.
- regularly update their safeguarding training, including awareness of online safety and their roles and responsibilities in relation to filtering and monitoring to reduce risk.
- personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

2.6 **Safeguarding governor**:

- will undertake training appropriate to the role.
- will monitor the SCR along with School Business Manager to check for compliance.
- will liaise with the Designated Safeguarding Lead and inform the governing body of any pertinent information.

3.0 Confidentiality and Communication

3.1 All staff will ensure that, in line with DFE guidance on information sharing, they 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.

3.2 In recognition of this, staff members are aware that whilst the data protection act 2018, known as 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 mindful 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 with the right people between and within agencies.

3.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

3.4 However, we also recognise that all matters relating to child protection are personal to children and families. All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies. Therefore, the headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

3.5 Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

3.6 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.

3.7 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

3.8 Depending on the nature of the issue, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements. Discussion with the

alleged perpetrator's parents will have regard to the arrangements that will impact their child. External agencies will be invited to these discussions where necessary.

3.9 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

3.10 We will always ensure that we keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

3.11 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

4.0 Child Protection Procedures

4.1 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.

4.2 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 DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; 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.

4.3 There are also 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
- contextual safeguarding
- 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)
- trafficking
- child on child abuse
- Use of AI and deepfake activities

4.4 Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

4.5 We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

5.0 If Staff are concerned about a child's welfare:

5.1 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 on My Concern so that the DSL and DDSLs are aware. 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.

5.2 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.

5.3 It is recognised that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. 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.

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

6.0 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.

6.1 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.

6.2 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.

6.3 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 as soon as possible in the child's own words. Staff should make this a matter of priority. The record should be dated, the member of staff's name should be included, and it should also detail where the disclosure was made and who else was present.

6.4 **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 The MASH team. 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.

7.0 Making a referral:

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

7.1 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.

7.2 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. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

7.3 If a referral is needed, then the DSL should make it. In their absence the DDSL should refer. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made, they can and should consider making a referral themselves.

7.4 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.

7.5 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

7.6 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 a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker or the duty social office for more information.

7.7 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

7.8 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 re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

7.9 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by Child and Social Care Services (CSCS). Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

8.0 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 such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

9.0 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.

9.1 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.

9.2 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.

9.3 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
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines activity
- are young carers
- have a mental health need
- are frequently missing/goes missing from education, home or care
- are at risk of modern slavery, trafficking, sexual and or criminal exploitation
- are at risk of being radicalised or exploited
- have experienced multiple suspensions, is at risk of being permanently excluded from schools, and in alternative provision or a pupil referral unit
- have a parent or carer in custody, or is affected by parental offending
- experience challenging family circumstance such as drug and alcohol misuse, adult mental health issues and domestic abuse
- are misusing alcohol or drugs themselves
- are at risk of honour-based abuse such as female genital mutilation or forced marriage
- are privately fostered child.

9.4 The DSL will ensure that My Concern records indicate whether a child is working with a social worker. They will use this information to ensure that decisions can be made in the best interests of these children's safety, welfare and educational outcomes.

10.0 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.

10.1 We keep a record of known bullying incidents.

10.2 All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

10.3 If 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 and computing education.

11.0 Racist incidents

Our RSHE policy sets out our expectation that everyone within our diverse school community is afforded dignity and respect. We do not discriminate against any of the protected characteristics outlined in the Equality Act (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity) and we remain sensitive to the faiths, beliefs and backgrounds within our wider school community.

Our RSHE curriculum encourages pupils to develop the skills needed to disagree respectfully, to appreciate the lived experiences of others and to contribute to a community in which all can live well together.

In line with current national frameworks on hate crime, we recognise that a **hate crime** is defined as *any criminal offence perceived by the victim or any other person to be motivated by hostility or prejudice* based on characteristics such as race or ethnicity, religion, sexual orientation, disability, or transgender identity. Hate crimes may include verbal abuse, harassment, threats, physical attacks, malicious communication, or damage to property motivated by such hostility.

As such, any incident motivated by hostility or prejudice related to any protected characteristic (including but not limited to racism) will not be tolerated. Repeated hate incidents, or a single serious hate crime, may result in consideration under safeguarding or child protection procedures, in keeping with national guidance on responding robustly to hate-motivated behaviour. -motivated behaviour.

All incidents of concern, including any hate-related incidents or hate crimes, will be recorded on **MyConcern** in accordance with our safeguarding procedures and the national expectations for accurate hate-crime and hate-incident recording.

12.0 Radicalisation and Extremism

The Prevent Duty for England and Wales (2023) 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'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Some children may be susceptible to radicalisation, 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 schools and childcare providers on preventing children and young people from being drawn into terrorism.

12.1 We seek to protect children and young people against the messages of all violent extremism, recognising that intervention may help to prevent and protect children at risk of radicalisation. School staff receive regular training to help identify early signs of radicalisation and extremism.

12.2 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 Schools (2014).

12.3 The school governors, the headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include the use of school premises by external agencies, anti- bullying policy and other issues specific to the school's profile, community and philosophy.

12.4 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. UK Gov guidance on how to make a prevent referral is linked here.

13.0 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.

13.1 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.

13.2 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.

13.3 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.

13.4 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.

14.0 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.

14.1 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/truanting and CCE/CSE.

14.2 Staff should consider a child to be at potential CCE/CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

14.3 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.

14.4 A child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Therefore, the child may resent what they perceive as interference by staff.

14.5 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 RSHE curriculum in an age-appropriate way.

14.6 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.

15.0 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.

15.1 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.

15.2 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.

15.3 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.

15.4 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.

15.5 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.

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

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

16.0 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.

16.1 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.

16.2 Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social 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 to accept the arrangement remains with the prospective spouses.

16.3 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.

17.0 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.

17.1 Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. These practices include FGM and Forced Marriage.

17.2 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.

17.3 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.

18.0 Mental Health

All staff within the school will be aware that a pupil displaying mental health challenges could be as a result of the pupil being at risk of, or having suffered abuse, neglect or exploitation.

18.1 Staff will be aware of the lasting impact that this may have on a child which can last into adolescence and into adulthood.

18.2 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 a My Plan or behaviour plan.

18.3 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.

18.4 Pupils will be taught about how to safeguard themselves and their own wellbeing through the delivery of the statutory Relationships Sex and Health education curriculum delivered throughout the school in line with our policy for RSHE and through My Happy Mind.

18.5 Staff will consider when delivering this, any additional needs specific pupils may have and any resulting adaptation to the curriculum that is required.

19.0 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.

19.1 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.

19.2 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 will the DSL and the DSL will notify Gloucestershire Children's Social Care of the circumstances.

20.0 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect. This school ensures 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.

21.0 Children Missing Education

Attendance, absence and exclusions are closely monitored in line with our attendance policy. A child who is absent from education, particularly when this is repeated or for prolonged periods of time is a potential indicator of abuse and neglect, including criminal and sexual abuse /exploitation.

21.1 The school's attendance lead will monitor unauthorised absences and take appropriate action, including notifying the DSL and 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.

21.2 The school will ensure that the relevant personal information will be kept for each pupil including two emergency contact details where possible

21.3 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest date. In line with the School Attendance (Pupil Registration) (England) Regulations 2024, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll. Where a parent has expressed their intention to remove a pupil from school for EHE, the school will ensure that they have met with parents ahead of any final decision being made.

21.4 The Headteacher will ensure that all relevant authorities including the LA and other key professionals have been informed. If the pupil has SEND, is vulnerable, and/or has a social worker, the HT will ensure that the social worker and other professionals working with the pupil are aware.

22.0 Online Safety

The school will always adhere to the Online Safety Policy. 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 an ever changing and evolving landscape of online risk.

22.1 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 systems in place and will know how to escalate concerns where they are identified.
- The four categories of risk as outlined in KCSIE; content, conduct, contact and commerce.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material and will regularly check and review the effectiveness of these systems. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The DFE's filtering and monitoring standards will be used to review ensure compliance is met.

22.2 The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school.

22.3 Should there be a need for a pupil to bring a mobile phone to the school it will be handed in at the start of the day and safeguarded in the office until the end of the day.

22.4 Photographs and videos of pupils will be carefully planned before any activity with regard to consent and adhering to the school's Data Protection Policy.

22.5 Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL 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.

22.6 Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

22.7 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.

22.8 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "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.

23.0 Child on Child Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns.

23.1 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.

23.2 All staff will be vigilant to the prospect that this could happen in this school.

23.3 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.

23.4 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 and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

23.5 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 are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

23.6 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 and threats – online sexual harassment may be isolated or part of a wider pattern.

23.7 Sexual Violence refers to the following three offences:
- Rape
- Assault by Penetration
- Sexual Assault

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

- Compulsive habits,
- Sexual behaviour affecting progress and achievement.

23.9 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, worships RSE and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding including online safety as part of a broad and balanced curriculum. Such content will be age and stage appropriate and will tackle a wide range of issues such as healthy relationships, respectful behaviour, body confidence and self –esteem and gender roles and stereotyping and equality. The impact of this will be checked through pupil voice throughout the year.

23.10 **Awareness**

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

- All staff will be aware that child on child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted and boys being subject to initiation types of violence which aims to cause physical, emotional or psychological harm.
- 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 abuse relate to the pupils SEND and will always explore indicators further.
- LGBTQI children can be targeted by their peers. In some cases, children who are perceived to be LGBTQI, whether they are or not, can be just as vulnerable to abuse as LGBTQI 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.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

23.11 **Support**

- 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 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 DSL will still refer to the police. The school should have a close relationship with the local Police and the DSL will liaise closely with them.
- 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 contain 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.

23.12 **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.
- Where an alleged incident took place away from the school or online 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.

23.13 **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.

23.14 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. 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 impact 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 ten years of age. 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.

24.0 Sexting and the production of indecent images including deep fake

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.

24.1 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.

24.2 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 will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
    - Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils,

including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
    - Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to decide about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the KCSIE requirements.

24.3 The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm, a referral should be made to Children's Social Care or the Police as appropriate.

24.4 Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.

24.5 Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to Social Care.

24.6 Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

24.7 Where the incident is categorised as 'aggravated', immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self harming. 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

25.0 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.

26.0 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.

26.1 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.

26.2 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.

26.3 The DSL will consider referral to the national referral mechanism on a case-by case basis.

27.0 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.

27.1 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 the alternative provision to ensure that the setting is safe, and that supervision is appropriate. There will be regular communication with the alternative provision to ensure that any concerns or non-attendance are shared immediately. This is because the school remains the lead provider for the pupil. The alternative provision should update the school should they have any concerns. The 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 and will satisfy itself that the placement is meeting the pupil's needs. The provider will commit to ensuring that the school is informed of any staffing changes and the daily whereabouts of pupils especially if the provision is placed across split sites.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

28.0 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.

29.0 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. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm, whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible. The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from Early Help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL. The DSL will take the lead where Early Help is appropriate. The local Early Help process will be followed as required. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation is not improving or is worsening.

30.0 Allegations against staff including supply staff, volunteers and contractors

This school will ensure that they will follow due referral process, 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; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children;

30.1 Examples of behaviour could include but are not limited to:

- being over friendly with children,
- having favourites,
- inappropriately handling a pupil,
- 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.

30.2 The School's policy and process for managing allegations will be followed in line with statutory guidance from KCSIE. The headteacher will make a decision on whether or not a concern is low-level and whether or not this should be shared with the LADO.

30.3 All allegations /concerns whether low level or not should be recorded carefully and should include the headteacher's decision making as well as any actions that need to be taken.

30.4 The headteacher must not speak to the member of staff if a 'Harm Threshold' has been met until LADO advice has been sought and next steps are identified. Only then will the headteacher ensure that an investigation is undertaken so that due process is followed. This will be recorded and stored securely using My Concern.

30.5 This school will ensure that when an allegation is made it will always consider the following key principles

- look after the welfare of the child
- ensure the integrity of the investigation
- support 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, in accordance with guidance in KCSIE. The headteacher 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.

30.6 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.

30.7 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 who is aware of the information, will immediately inform the headteacher.

30.8 The headteacher 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. Where the concern being raised involves conduct issues as well safeguarding concerns, the safeguarding element is always addressed first.

30.9 If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately the LADO without notifying the headteacher.

30.10 The school will follow Gloucestershire procedures for managing allegations against staff, set out in Keeping Children Safe in Education.

30.11 Suspension of the member of staff, excluding the headteacher, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and HR in making this decision.

30.12 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. Section 13 of the Education Act 2011 sets out the parameters for this restriction.

Publication includes verbal conversations or writing including content placed on social media sites.

30.13 In circumstances where an allegation is made about an individual not employed by the school, normal processes and steps are followed including referring to the LADO. The HT and or DSL will ensure that the individual's employer is informed throughout.

30.14 If an allegation is made about an incident that occurred when an individual or organisation is using the school premises to run activities for children, such as sports association or extra-curricular activities, the Headteacher will inform the LADO.

31.0 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 schools Whistleblowing Policy.

31.1 Whistleblowing related to the headteacher should be made to the Chair of the governing body whose contact details are readily available to staff.

32.0 Physical Intervention

We recognise that touch is appropriate in the context of working with children. Adults should not routinely touch children. This puts both adults and children at risk of allegations. Staff must only ever use physical contact and intervention as a last resort. For example, when a child is endangering him/herself or others.

32.1 At all times staff must use minimal force necessary to prevent injury to another person. All such events must be recorded on My Concern.

32.2 Staff who are likely to need to use physical intervention will be appropriately trained in using techniques such as "Team Teach".

32.3 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.

33.0 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.

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

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

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

33.4 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.

33.5 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. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

34.0 Single Central Record (SCR)

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. The School Business Manager will check and review this regularly.

34.1 The school ensures that there is a central SCR which records all members of the proprietor body.

34.2 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.

34.3 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.

34.4 Any volunteer who will be supervising pupils without school staff will be subject to an enhanced DBS check.

34.5 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.

35.0 Training for Staff and Governors

Staff members and Governors will undergo safeguarding and child protection training at induction and refresher training every 3-years. Annual refreshers will take place at the start of each academic year and whenever there is a change in legislation. Following completion of Level 3 - Safeguarding Lead training - DSLs complete refresher training every 2-years.

All staff receive Team Teach Training (Positive Behaviour Management and Handling) every 2-years with annual refreshers.

36.0 Extracurricular activities, clubs and wrap around

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 My Concern or the police, if necessary.

37.0 Monitoring and Review

This policy is reviewed annually or at any other points needed throughout the year to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.