Safeguarding/Child Protection Policy

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1. Introduction and Policy Statement

This policy included statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended).

Our Safeguarding Policy and school practise, follows the Keeping Children Safe in Education September 2024 document and is read alongside:
• statutory guidance Working Together to Safeguard Children Keeping children safe in education 2024 (publishing.service.gov.uk)
• departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners Stat guidance template (publishing.service.gov.uk)

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding, and promoting the welfare of children, is the highest priority in our school. It essential that everyone knows their duty to know and understand their roles and responsibilities in safeguarding.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 the impairment of children's mental and physical health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
• taking action to enable all children to have the best outcomes.

The Governors recognise that children (includes everyone under the age of 18), have a fundamental right to be protected from maltreatment, harm or exploitation and that pupils cannot learn effectively unless they feel safe and secure. The Governors will, therefore, provide a school environment, which promotes well-being including self-esteem and a feeling of worth. Pupil concerns will be listened to and acted upon. The school's approach is child-centred and we will consider, at all times, what is in the best interest of the child.

Governors, staff and volunteers in our school understand the importance of working in partnership with children, their parents/carers and other agencies in order to safeguard and promote children's welfare.

The Governors will ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) 'Gloucestershire Safeguarding Children Partnership – GSCP' Gloucestershire Safeguarding Children Partnership | Gloucestershire Safeguarding Children's Partnership and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Our school recognisees the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The school will ensure that any agency or hirer of the school site has appropriate safeguarding policies and procedures in place 'regardless of whether or not the children who attend any of these services or activities are children on the school roll'.

2. The Role of the Governing Board

Hester's Way Primary School have found it helpful for an individual member of the Governing Board to champion safeguarding issues within the school, liaise with the Head Teacher about them, and provide information and reports when needed to the Governing Board. This is the Safeguarding Governor. There is a 'strategic leadership' responsibility for school's safeguarding arrangements" with safeguarding being prioritized at every board meeting.

Governors appointed since September 2022, including the Safeguarding Governor will need to do **strategic** training in addition to their level one online **operational** training to meet the requirements.

Governors have the responsibility to check that the following procedures are in place:

- The school has an effective child protection policy. The child protection policy should describe procedures, which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding.

- The policy should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.

- The Governing Board delegate to the Head Teacher to ensure and check the staff's understanding within the setting, with regard to their safeguarding roles and responsibilities. This is monitored by the Safeguarding Governor.

- A staff Code of Conduct, GSCP 'Safer Working Practises' document, Whistle-blowing Policy, Acceptable User, Staff/Pupil Relationships and Communications information, in person and online, will be followed by all staff.

- The Governing Board delegate the responsibility to the Head Teacher to hold staff to account against the Teacher Standards, so that standards around behaviour and understanding the needs of pupils are upheld. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The Governing Board should put in place appropriate safeguarding responses to 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 them going missing in future. Attendance Guidance Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) and our school follows GCC guidance and procedures including 'Missing Children in Education' guidance.

- Where reasonably possible, schools should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum school attendance guidance and is good

practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

- The Governing Board should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

- The school operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, volunteers and governors who will work with children, including DBS and other checks noted on the Single Central Record (SCR). School has an a Safer Recruitment Policy, Ex-Offenders Policy and will complete online checks as part of the recruitment process for those shortlisted.

- The school have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures. The 'live' guidance is followed on the GSCP website. The Role of the LADO & The Allegations Management process | Gloucestershire County Council

- A member of the school's Senior Leadership Team (SLT) is designated to take lead responsibility for dealing with safeguarding issues, providing advice and support to other staff, liaising with the LA, and working with other agencies. This Designated Safeguarding Lead, who may delegate roles and responsibilities to members of staff.

- Ensure the Head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals (this may be online), and that temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and their responsibilities. All staff complete Female Genital Mutilation (FGM) training, as well PREVENT (bi-annually) and Online Risks (annually). The Designated Safeguarding Lead and DDSLs complete training Child Protection training every two years. Two members of SLT are trained in Safer Recruitment.

- Ensure that everyone in the school, understands their safeguarding responsibilities, by checking that staff who work directly with children, including leaders read at least Part 1 and Part 5 of the KCSIE 2024, including Annex A and B. As a school we embrace best practise and complete the above. Staff who do not work directly with children read Part 1 and Annex A (a condensed version) of this guidance.

  Where needed the sharing of this information will be actioned in response to identified staff need in being able to communicate, know and understand the safeguarding roles and responsibilities. This will also be read alongside other school policies (as per the Induction Pack) to ensure a rounded knowledge and understanding of practitioner's roles and responsibilities in safeguarding, and promoting the welfare of children. There will be translated versions of KCSIE 2024, from the first week September 2024, on this website: Keeping Children Safe in Education Part 1 Translations | LGFL

- All staff should be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction.

  This should include the:

➢ Safeguarding/Child Protection policy (which includes the policy and procedures to deal with child-on-child abuse).
➢ Behaviour policy (including prevention of bullying and hate, cyberbullying, prejudice-based and discriminatory bullying). The Behaviour Policy will be reviewed and updated with advice from The Behaviour in Schools document Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk), considered relevant to our school.

- Staff behaviour policy (Code of Conduct and Safer Working Practise) includes low-level concerns, allegations against staff and whistleblowing.
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies). Children Missing Education - Guidance for Local authorities (publishing.service.gov.uk)
- Other training is in place e.g. safer recruitment, PREVENT, FGM, online safety as well as filtering and monitoring.

- Remedy any deficiencies or weaknesses with regard to child protection arrangements that are brought to its attention without delay.

- Ensure that a member of the Governing Board, is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher. This is the Chair of Governors.

- Review the school's safeguarding audit, policies and procedures annually and support in the audit.

- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to The Education Regulations 2003 (Prohibition from Teaching or Working with Children).

- Review SCR at least bi-annually or when needed during the recruitment process.

- Parents and carers are made aware of the contents of this policy and its procedures through newsletters and the school website.

3. Aims of the Policy

The purpose of this policy is to:

- Provide safeguarding and child protection for our pupils with a "child-centred approach", within our systems and practise.
- Enable staff and volunteers to safeguard and promote the welfare of children.
- Promote a whole school culture and approach, which makes the school a safe place to learn.

As a school, we will aim to:

- Raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. These will include: Gloucestershire Healthy Living and Learning (GHLL) pupil survey and other questionnaires, pupil voice, 'Time to Talk' requests and worry boxes in class. There is a school awareness that children may not be ready to share that they are being abused.
- With a zero-tolerance approach, school will ensure that the child's welfare is of paramount importance and all children have the right to be protected from abuse, neglect and exploitation.

- Make pupils and parents aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff.
- Ensure that all employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse, neglect and exploitation, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- It is key that staff are made aware of how children's experiences can impact on their mental health, behaviour and education attendance and progress at school. We are a Young Minds Matters school and work with outside agencies to support these important factors.
- Be a supportive staff, building positive, professional relationships, so that children who are being abused, neglected, at risk of harm or exploitation (they may only tell people they trust and with whom they feel safe) can talk and disclose evidence of abuse or raises other concerns about their welfare, with staff following up procedures in an appropriate way.
- Ensure that staff's own practice and behaviour puts children's welfare first, cannot be misconstrued in any way, and does not contravene accepted good practice; Staff conduct, whistleblowing and expectations of teaching staff's roles and responsibilities will be followed from LA and DfE guidance.
- Make all staff and volunteers aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Head teacher) or to the Local Authority LADO.
- Promote effective liaison with other agencies in order to work together for the protection of all pupils.
- Support pupils' development in ways that will foster security, confidence and independence.
- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, are listened to and their concerns followed up.
- Have an open mindset that 'it could happen to our pupils' and 'it could happen here'.
- Be aware and be careful about any terminology used with regard to an 'alleged victim' and 'alleged perpetrator', regarding any Child on Child abuse, as the reported incident may be highlighting impact on both children, with regards to any abuse.
- Listen; provide support and signpost parents/families for any support needed.
- Integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages – teaching the children how to keep safe and be good citizens; extra support may be given from the Pastoral Support Team.
- Understand that even if it is not reported that pupils should still be taught safeguarding and child protection measures, and that this may need a personalised approach rather than a "one size fits all" approach.
- Take account of and inform policy in related areas such as bullying, staff and pupil behaviour policies and E-Safety.
- School works with multi agencies and allows access to social care to conduct assessments and other LA officers to carry out safeguarding functions e.g. investigate allegations.
- We aim to challenge social care and any other agencies where needed.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to their new school immediately with the permission from social care and that the child's social worker is informed.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).

2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 & The Children's Act 2004.

Hester's Way Primary School fully recognises its responsibilities and the importance of Child Protection and Safeguarding.

'Always act in the interests of the child'

1. It is the school's responsibility to safeguard and promote the welfare of children.
2. Ensuring we practice **safer recruitment** in checking the suitability of staff and volunteers to work with children.
3. **Raising awareness** of safeguarding issues and equipping children with the skills needed to keep them safe.
4. Developing and then implementing **procedures** for identifying and reporting cases or suspected cases, of abuse.
5. **Supporting pupils** who have been abused in accordance with his/her agreed Child protection Plan.
6. Establishing a **safe environment** in which children can learn and develop.

4. Types of Abuse

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. As a school, we are aware that safeguarding and child protection issues could arise at any time and we aim to be vigilant, act promptly as well as prevent issues through our curriculum, nurturing environment and well-trained staff.

As described in the **"Keeping Children Safe in Education"** – Statutory Guidance for September 2024, the types of abuse, neglect and exploitation are listed below.

Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their Designated Safeguarding Lead.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff,

but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and exploitation online as well as face to face. In many cases abuse and exploitation will take place concurrently via online channels and in daily life. Children can also abuse and exploit their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the Designated Safeguarding Lead (or deputy).

Indicators of Abuse, Neglect and Exploitation:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
Both CSE and CCE are forms of abuse and exploitation that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into: Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. Taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse and exploitationmay involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse and exploitation, including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on

social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Female Genital Mutilation (FGM)
Whilst all staff should speak to the Designated Safeguarding Lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police and social care.

Mental Health (MH)
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in school's guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the Designated Safeguarding Lead or a deputy.

Child on Child Abuse

All staff should be aware that children can abuse and exploit other children (often referred to as peer on peer abuse). It can happen both inside and outside of school and online.

We have procedures in place to minimise Child on Child abuse, through the Behaviour Policy, as part of our behaviour expectations: "Be Safe" and "Be Respectful". Through the PSHE Curriculum, positive professional relationships and practises such as the class "Worry box", staff support and promote children to report abuse, knowing their concerns will be treated seriously.

It is important that all staff recognise the indicators and signs of child on child abuse and/or exploitation and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse and/or exploitation they should speak to their Designated Safeguarding Lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse and/or exploitation leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse and/or exploitation is most likely to include, but may not be limited to:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse and/or exploitation in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
•consensual and non-consensual sharing of nude and semi-nude images and/or videos also known as sexting or youth produced sexual imagery;
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, exploitation or humiliation used as a way of initiating a person into a group and may also include an online element).

There is recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse and/or exploitation is unacceptable and will be taken seriously, and 40 Section 35 of the Safeguarding Vulnerable Groups Act 2006. However, our staff will be open-minded and aware that Child on Child abuse and/or exploitation can happen to any group.

All staff should be clear as to the school's policy and procedures with regard to Child on Child abuse and exploitation, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This will be reported as a safeguarding concern to the Designated Safeguarding Lead or Deputy DSL, recorded as a factual account, investigated and dealt with according to the Child Protection reporting systems.

Serious Violence
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

All staff should immediately report any concerns to the DSL and later ask for a follow up on actions and responses. The DSL will assess case by case and notify the relevant authorities of the incident. A risk assessment will be considered, written and actioned where needed to safeguard all.

The Teaching Staff and the Pastoral Support Team may be asked to do direct work with pupils (victim and perpetrator) as a result of any incidents.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the

TES, MindEd and the NSPCC websites. School and college staff can access government guidance on the various aspects of child protection, as required via GOV.UK and other government websites.

5. **Designated Safeguarding Lead Roles and Responsibilities**

We will follow the **procedures set out by the Local (Gloucestershire) Safeguarding Children Partnership** (GSCP) and take account of guidance issued by the Department for Education. Welcome to the Safeguarding Procedures Manual (trixonline.co.uk)

The school's Designated Safeguarding Lead (DSL), this is the Head Teacher. The DSL has received appropriate training and support for this role. However, the Head Teacher may delegate responsibility for making safeguarding referrals, following up referrals or attending meetings to the DHT/SENDCO, AHT and Pastoral Support Team. The Designated Safeguarding Lead (DSL) has a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

The GSCP Designate Safeguarding Model Job Description is used:

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility should not be delegated.

NB: It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads (DSLs). Any deputies should be trained to the same standard as the (DSL) and the role should be explicit in their job description)

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Work with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the three safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
    - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

**there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.*

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead and any deputies should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly LA children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to LA children social care in order to safeguard and promote the welfare of children;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; and
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via eBulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments). At regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

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

• ensure that staff are supported during the referrals processes; and

• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children have or have had a social worker, are experiencing or have experienced, with teachers and school and college leadership staff.

Information sharing and managing the child protection file

Holding and sharing information

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

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- to be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the prevent programme etc.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

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

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

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

Understanding the views of children

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

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,

• understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or TEAMs or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

As a school we always have a DSL or DDSL on site. It would be in extreme circumstances that a more senior member of staff was left in charge without DSL Inter-Agency Training. A DSL or DDSL would always be available by phone or TEAMs. Any Child Protection Meetings in the holidays are shared between DSL and DDSLs to attend via TEAMs or by phone.

School Child Protection Files, CPOMs and Information Sharing

Child Protection files are stored in confidential and locked areas in school, only accessible to those members of staff who need access. Theses contain referrals and child protection records. We use CPoms as an internal system to communicate confidential information. This system has a two-step log in system for addition security. The system is used for immediate communication to keep staff up to date with children's particular needs and circumstances.

As well as transferring any paper Child Protection files, we forward and receive CPoms child files with schools who also use the system, for continuity and sharing of chronology records.

We ask parents on admission to school, for permissions around sharing information with other agencies and explain that due to Child Protection, we may have to share information without their consent.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

We have a GDPR policy, highlighting our Data Protection Officer, school GDPR practise and procedures.

Further details on information sharing can be found:
• in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
• at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
• at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
• in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Records will be kept of incidents and disclosures and will be acted upon, according to KCSIE, if events are found to be unsubstantiated, unfounded, false or malicious reports, considering whether the person making the allegation did so as a cry for help, or whether disciplinary action (in line with the behavioural policy) is indicated.

Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA). For the term of the enquiry. All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Record Keeping and Serious Case Reviews

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:

- *failing to act on and refer the early signs of abuse, neglect and exploitation;*
- *poor record keeping;*
- *failing to listen to the views of the child;*
- *failing to re-assess concerns when situations do not improve;*
- *not sharing information with the right people within and between agencies;*
- *sharing information too slowly; and*
- *a lack of challenge to those who appear not to be taking action*

6. Staff Roles and Responsibilities

A child centred and coordinated approach to safeguarding

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

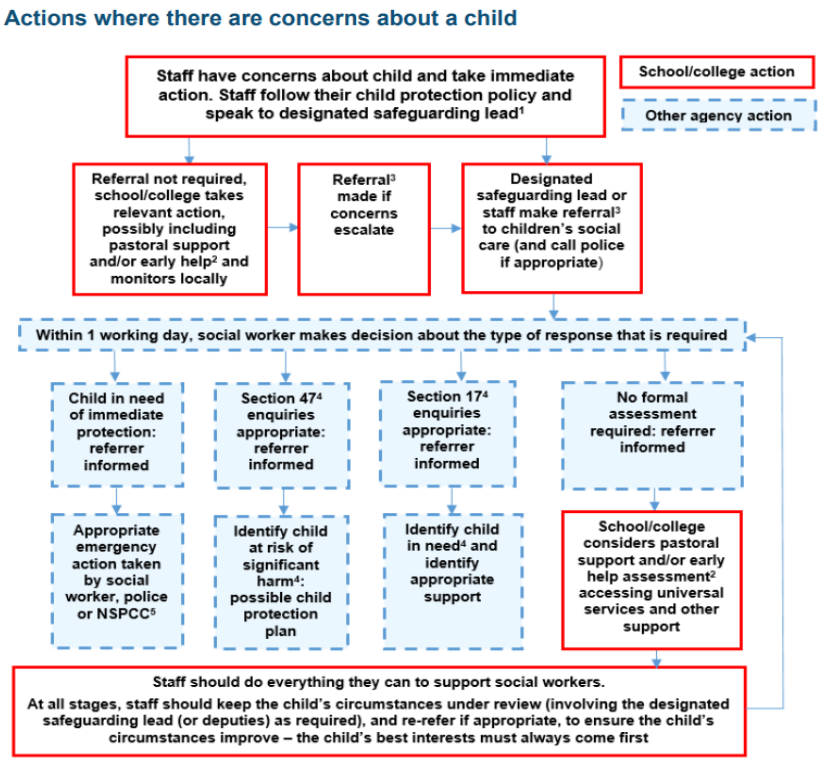
The role of school staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in the KCSIE document. Staff should expect to support social workers and other agencies following any referral.



Our Designated Safeguarding Lead (DSL) will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advice on the response to safeguarding concerns.

***All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:*
• the child protection policy;
• the behaviour policy;
• the staff behaviour policy (GCC Code of Conduct and all Professional Standards followed)
• the safeguarding response to children who go missing from education; and
• the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies).
Copies of policies and a copy of Part one of this document should be provided to staff at induction.

***All** staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.*

***All** staff should be aware of their local early help process and understand their role in it.*

***All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.*

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should:

- Understand their responsibilities in being alert to the signs of abuse and exploitation and responsibility for referring any concerns to the designated senior person responsible for child protection.
- The NSPCC website has guidance on what to look out for and what to do if you are concerned, as well as the GSCP website.
- Keep records of concerns about children or disclosures by children, written, dated and signed by the person who raised the concern**,** and **immediately** pass these on to the Head Teacher (DSL), or the Deputy DSL and then the Pastoral Support Team when directed by the DSL.
- Ensure all records including child protection concerns and referrals are kept secure, separate from the main pupil file, and in locked locations.
- Ensure that training is completed within every 3 years. Records will be kept in the school Safeguarding File.
- Know the four main types of abuse: emotional, neglect, sexual and physical.
- Be aware of and know about the main safeguarding issues: child sexual exploitation, child criminal exploitation, child missing in education, e-safety, bullying including cyber-bullying, peer on peer abuse, mental health, domestic abuse, drugs, serious violence, induced illness, female genital mutilation, radicalisation and forced marriage.
- Enquire about outcomes and if not informed by the person dealing with the issue and be prepared to challenge Senior Leaders over any safeguarding concerns.

7. **Child Protection Procedures/Referrals:**

If a member of staff has concerns about a child or a child makes a disclosure to them, they should follow the procedures below:

1. The member of staff should listen to what the child is saying without asking questions unless necessary to clarify what is being said. Never promise that it will be kept secret.
2. Reassure the child that their voice will be listened to as well as their best interest being considered.
3. The staff member should immediately record in writing what the child has said, and / or what their concerns are, and sign and date this record, with the child's details.
4. The staff member should immediately inform the Head Teacher (Designated Safeguarding Lead) or in his absence the Deputy DSLs and then the Pastoral Support Team.
5. The DSL (or Deputies) will then complete the school record form either for a log of concern to be kept on file in school, or for a referral to be made to the Children's Helpdesk. Tel: 01452 426565.
6. If a referral is to be made, the DSL (or DHT/SENDCo) will also complete the Liquid Logic Online Portal MARF or when not available a paper copy referral form to be sent to the Children's Helpdesk. Multi-Agency Referral Forms (MARFs) can be found on the GSCP website or requested from the Children's Helpdesk.
7. The refer should be sure to include any contextual safeguarding information sharing from historic or current information.
8. The school record forms and the MARF referral form will be kept in the Child Protection file in the Pastoral Support Office.

9. The Head Teacher, DHT, AHT Pastoral Team will be responsible for following up any referral made and recording the outcome. These cases will be discussed regular meetings.
10. The parent/carer may or may not be contacted prior to a referral depending on the nature of the concern.

Any member of staff can make a referral to the Safeguarding Helpdesk in an urgent situation. Please call 01452 426565 and talk through the incident. The child's name, date of birth and address will be needed, along with details of the incident.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing, whether the child is unknown or already known to social care. is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Locally agreed multi agency safeguarding arrangements should be followed: Report a child protection concern | Gloucestershire County Council

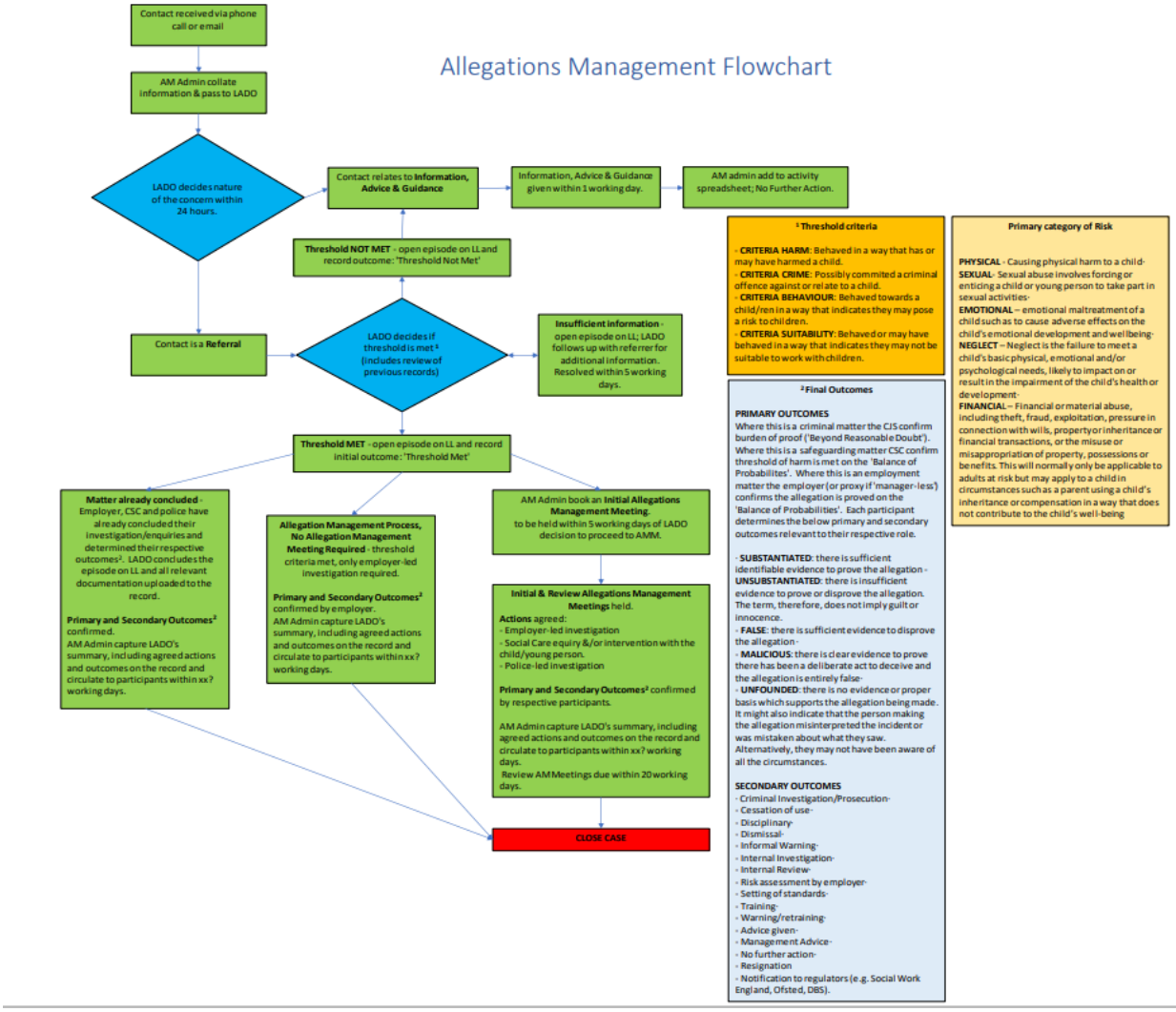
The Gloucestershire Central Referral Unit cru@gloucestershire.pnn.police.uk or 01452 753458 If the DSL feels that the nature of the concern needs Police attention, they will contact Gloucestershire Police.

8. Allegations Management

Concerns about the behaviour of a member of staff, visitor, contractor, supply staff or volunteer or allegation of abuse against them must immediately be reported to the Head Teacher who will follow the GSCP guidance and refer to the appropriate Local Authority Designated Officer. *'Lower level' concerns and allegations that do not meet the harms test should be addressed as set out in Section two of Part four of the* KCSIE *guidance.*

When there has been an allegation of harm as defined below, the GSCP Allegations Management document and staff support document will be used. Any concern or allegation against the Head Teacher will be reported to the Chair of Governor, who will then report this to the LADO.

The Head teacher will liaise with all parties and communicate the outcome. If "unfounded" means that there is evidence to show that the allegation did not happen. This will not affect the staff members personnel record or any need to share in references. When the allegation is substantiated and the person is dismissed, ceased to be employed by school or resigns, then school will consider making a referral to the Teaching Regulations Agency (TRA) for investigation by the Secretary of State. As well as, a *referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.*



Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's GCC Whistle Blowing Policy and code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

The NSPCC whistle blowing helpline can also be used https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers. *This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 of harm to children; or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children.*

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse

took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Schools and colleges as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below).

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation. The harm test is explained on the Disclosure and Barring service website on GOV.UK.

Supply teachers: In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support.

The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. Initial considerations. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:
• Substantiated: there is sufficient evidence to prove the allegation;
• Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
• False: there is sufficient evidence to disprove the allegation;

• Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
• Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

It should also be noted that where there are concerns of a staff members behaviour or conduct outside of school, that may affect a person's suitability to work with children, and may be considered as an Allegation Management enquiry. For example, Domestic Violence.

9. **Low-level concerns (Do not meet the Allegation Management Threshold)**

We will ensure that there is an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. They must be reported to the DSL immediately. These concerns will be investigated, recorded and dealt with accordingly. This may include witness statements where necessary.

All concerns about adults will be shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

This should:
• enable school to identify inappropriate, problematic or concerning behaviour early
• minimise the risk of abuse, and
• ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to school policy
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
• humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

10. **Multi-Agency Working - Three Safeguarding Partners (The Local Authority; Health and the Police)**

Safeguarding partners

A *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:
(a) the local authority
(b) a clinical commissioning group for an area any part of which falls within the local authority area
(c) the chief officer of police for an area any part of which falls within the local authority area

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

11. **Working with Parents and Carers**

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Hester's Way Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm or we need the advice and guidance of other agencies.

We encourage parents to disclose any concerns they may have with staff. We make parents aware of our Safeguarding and Child Protection Policies, as well as online safety information, and parents are aware that these are on the school website.

12. **Pupil Support**

We recognise that **children who are abused, neglected, exploited or witness violence** may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- The school Pastoral Support Team who will give children individual support with behavioural, emotional and social difficulties, including 'keeping safe'.
- We will assess their mental health needs and the school's TALC lead - Team Around the Locality (TALC) - will submit any referrals or funding requests.
- Liaison with other agencies that support the pupil such as Social Care, CYPS education welfare and educational psychology service. We will be proactive in this, making sure that we keep other agencies informed and follow up referrals we have made and contribute to any plans with clear actions and outcomes.

***Children potentially at greater risk of harm**: Children who need a social worker (Child in Need and Child Protection Plans). Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.*

Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

***Children requiring mental health support:** Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.*

The most common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation.

We have a Designated Teacher for Children in Care (CIC) or Looked After Children (LAC). We check their legal status and parental responsibility arrangements.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

13. **Special Educational Needs**

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse (online and offline) and expect staff to take extra care to interpret correctly apparent signs of abuse, neglect and/or exploitation. Indications of abuse and/or exploitation will be reported as they are for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse, neglect and/or exploitation in SEND children, for example:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
• these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
• the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
• communication barriers and difficulties in managing or reporting these challenges.
• cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. Staff awareness should be raised to these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator (SENDCo) to identify pupils with particular communication needs and when any reports of abuse and/or exploitation involving SEND pupils are reported, considering the need for Pastoral Support.

Further information can be found in the:
• SEND Code of Practice 0 to 25
• Supporting Pupils at School with Medical Conditions
• Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
• Council for disabled children - Every local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEND, and their parents.

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)

We provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
Further information can be found in the:
• SEND Code of Practice 0 to 25 years, and
• Supporting Pupils at School with Medical Conditions. And from specialist organisations such as:
• The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
• Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
• NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.

14. **Children who are lesbian, gay, bisexual or gender questioning**

In the KCSiE 2024 - This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

15. **Early Help**

"Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse."

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for

example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

Identify children and families who would benefit from early help.

(Detailed information on early help can be found in Working Together to Safeguard Children)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care,
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.

When undertaking an assessment of the need for early help, staff should be aware of any needs overlapping and be vigilant in reporting these.

Provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Early Help and the Voice of the Child

'Always act in the interests of the child'

- These are important factors as early intervention and the correct usage of multi-agency work can prevent serious incidents occurring.
- The Pastoral Support Team plan and organise a range of in house and external support for these families and children. It is part of our school ethos to give pupils a voice; we listen to their requests and concerns and act accordingly.
- Concerns and worries are taken seriously, shared with other agencies if necessary, monitored closely & recorded.
- We use the Graduated Pathway – see our offer of Early Help Policy.

16. **Visitors in School**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

Where possible, we try to use contractors pre-approved by Gloucestershire County Council. We ask for evidence of DBS and where this is not available in non-regular activity, we ensure that contractors and visitors to school are accompanied by staff.

17. **Pastoral Support Team**

The Family Community Worker, Pastoral Support Lead and SENDCo form the Pastoral Support Team (PST). They meet regularly with the Head Teacher to discuss vulnerable pupils and the actions and outcomes for these children. The PST and/or HT may attend meetings with multi-agencies regarding our vulnerable pupils. As a staff, we support each other in our roles and responsibilities. Systems are in place for ensuring staff well-being and any needs are dealt with, in order to resilient and in good health to deal with the challenges and demands of this role.

Child in Care (CIC)
The designated teacher for CIC is Mel Richards.

18. **Absence and Missing Children in Education**

Our Attendance Policy outlines the safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods.

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to children missing from education supports identifying such abuse and/or exploitation, and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

As a school, we are very aware of the dangers of pupils who may be absent or go missing due to a range of reasons. The school follows clear guidelines using the GSCP Protocol and our Attendance Policy.

Vulnerable Pupils

- The school office has a list of all vulnerable pupils.
- If vulnerable pupils are absent with no call, the schools call the parents by 9.40am.
- The allocated PS worker is informed of the outcome of the call **on all occasions.**
- If no response, the PS worker will inform the family social worker who will decide upon a course of action. If no SW the PST members may visit the home.
- The SW will be asked to update the PST on any outcomes of a call or visit.

Non-Vulnerable Pupils

- If no parent calls for an absence, the school will call or text to find out the reason for the absence.
- The office informs the head teacher of absences.
- Alternatives family/friend contacts will be contacted to locate the absent child and note the reason for absence.
- A home visit may be considered.

- If required, the school may contact the police to carry out a 'health check' at the house.
- The school will take advice from the LA and follow their guidance.

19. **Curriculum including Online Safety**

Personal, Social and Health Education is taught in school, using the PSHE Association plans, as well as Spiritual, Moral, Social and Cultural (SMSC) development and British Fundamental Values (BFV) to ensure that children learn how to be good citizens and about other people's cultures and beliefs. We aim for the children to learn life-skills, how to keep themselves and each other safe. We plan these areas of the curriculum into our assemblies to teach whole school issues e.g. Fire and road safety; E-safety; Pants rule etc. Other areas of the curriculum such as Relationships and Sex Education are also important parts of our "keep safe" work, as well as educating the children about family life and choices. See KCSIE for a range of resources to support this work.

Our staff are trained in e-safety and the local PCSos also lead class sessions with teachers and children. We have a comprehensive E-safety Policy. We are aware that:

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
• content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
• contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
• commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

At our school, we want to teach children how to keep themselves safe, as well as being responsible and respectful online themselves. Our curriculum links to online safety are found in the PSHE and Computing curriculums. See Annex D of KCSIE for useful resources to support online safety in schools.

Staff recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and through training and support are confident they have the capability to support children with SEND to stay safe online.

We have school filters and monitoring systems in place at school to limit the risk of children accessing or seeing inappropriate materials. Children are not allowed phones in school and must hand these in to teachers at the start of the day to be locked away. Phones are used for safeguarding purposes for pupils walking to and from school, at their parent/carer's discretion.

We have a page on our school website relating to remote home learning, referring children and families to resources and other websites with information about how to keep safe online.

Filtering and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Board and leaders should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Governing Board should ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. It should be considered the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. To support schools to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting

As a school, we use the South West Learning Grid filtering system and the E-Safety Policy shares details regarding filtering and monitoring pupil's online activity.

This documents shares advice and guidance for effective Filtering and Monitoring Standards Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

There are webinars to support: https://saferinternet.org.uk/blog/filteringandmonitoringevents

20. **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- *unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;*
- *denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,*
- *making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.*

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such

as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff -NCSC.GOV.UK

21. **Educational Visits**

Teachers will use the GCC risk assessments to record Educational Visit risk assessments and the Head teacher will authorise or sign them off before the trip. Residential risk assessments will be sent to the SHE department at GCC as per the Local Authority guidance. Children will not go on the trip if their behaviour is deemed to be unsafe to themselves or others. If this is the case, parents/carers will be notified and children will remain at school to be educated. With reference to travel any volunteers or minibus use will be risk assessed against the GCC expectations and Health and Safety policy (E.g. driving license, MOT, insurance and MIDAS checks).

22. **Health & Safety**

The Head teacher is responsible for ensuring that Health and Safety procedures are in place and this is overseen by the Governors. We use the GCC guidance and risk assessments. The Local Authority completes compliance and a Health and Safety audit annually. The Governors responsible for Health and Safety in school are the "Staff, Finance and Resource Committee". Walks are carried our regularly and actions drawn up to address any issues in priority order. It is all staff's responsibility to report any Health and Safety issues to the Head Teacher.

23. **Activities outside school hours**

Agencies that use our school facilities must ensure that they follow their own safeguarding procedures and are responsible for the children, staff and visitors in their care. They must also adhere to the school's policy. We have a hiring risk assessment in place that requires school to see insurance policies, DBS checks and other health and safety documents. School also question and challenge other agencies who may transport the children in and out of school hours, to ensure they have the correct qualifications and documentation.

This document provides guidance on details regarding the safeguarding arrangements that schools should expect these providers to have in place. Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).
As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

24. **Supply Staff**

- All supply staff must possess the appropriate DBS check, without this they will be unable to work in the school.
- This will be checked prior to the supply teacher working with us.

- The school will hold the DBS reference numbers for all regular supply teachers from the supply company.
- Supply teachers will be provided with information on Safeguarding procedures in school when they do their 1st day at the school, this will be given to them by the office. They will keep this documentation.
- If there is a concern regarding Allegation Management the same process should be followed for school staff and the agency informed that a concern has been reported.

25. **Safer Recruitment Practice**

- There will always be 'safer recruitment' trained staff as part of the recruiting group; this group will carry out all reasonable precautions to ensure effective recruitment. Our trained Governor is Pippa O'Connell. The head teacher is also trained in Safer Recruitment, as well as the Deputy Head.
- We follow the KCSIE and GSCP guidance for Safer Recruitment.
- Adverts will include safer recruitment statements.
- Application forms will require safer recruitment questions and disclosures, we do not consider just a Curriculum Vitae.
- At interview, applicants will be asked if they have any prosecutions or ongoing prosecutions for safeguarding of children and other relevant convictions.
- Application packs will include our policy on employment of ex-offenders in the application pack or refer to a link on the website.
- A self declaration of any disqualification will be issued to all shortlisted candidates. At interview, applicants will be asked for photographic proof of identification.
- The self declaration of disqualification will be requested from staff, annually, as a check and the Disqualification guidance followed: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 This was updated in 2018 and the GSCP form is used.
- School will consider carrying out an online search as part of due diligence on the shortlisted candidates.
- Appointments are conditional on pre-employment checks, verification of ID, DBS, Barred List, physical/mental fitness, right to work in UK and appropriate qualifications.
- References are sought for both internal and external candidates and are part of the pre-employment checks. These are checked to ensure they are from someone with the authority and a reliable source.
- The Singe Central Record will contain all the DBS checks for staff; this will be sectioned off for all the appropriate personnel who work/volunteer in schools, considered to be in regular activity.
- Staff complete an annual self-disclosure of any reportable issues under the "Disqualification" criteria.
- 'Prohibition Checks' will be carried out and recorded in a separate column in the SCR for staff and relevant Governors.
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. The Home Office guidance on criminal records checks for overseas applicants can be found on GOV.UK. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the TRA Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.
- Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England.

- Copies of documents used to verify the successful candidate's **identity**, **right to work** and **required qualifications** should be **kept on their personnel file** as per the advice in KCSiE para 232.
- This tool can be used to support Safer Recruitment: https://www.betterhiringinstitute.co.uk/industry-best-practice/education-supply-chains

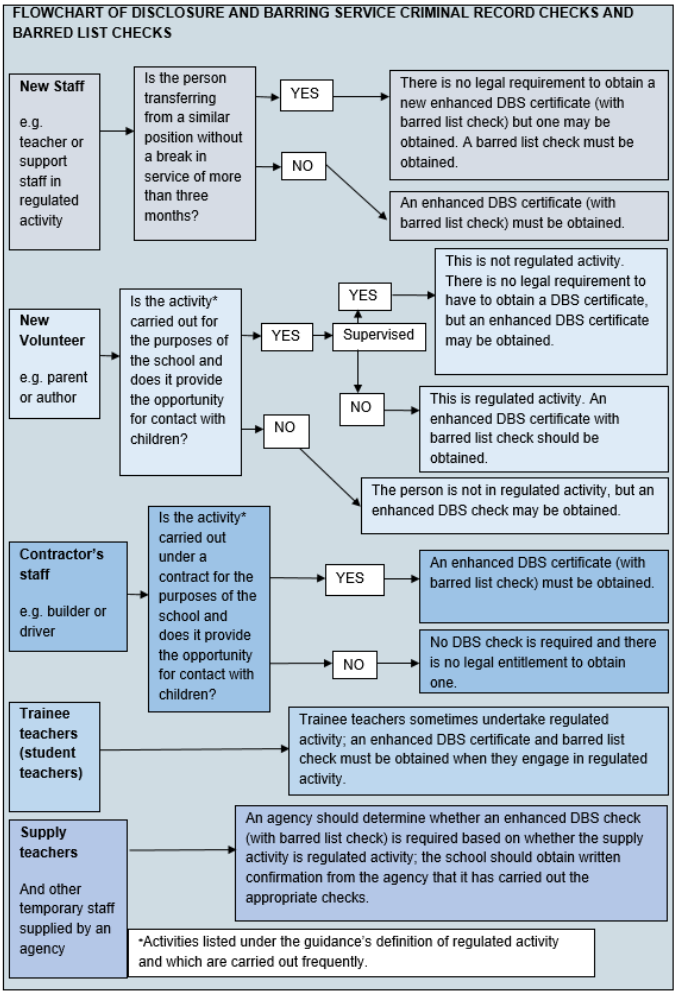
Governors

- Governors will be subject to an application, references and the election process, as well as an enhanced DBS.

Maintained school governors
Governors in maintained schools are required to have an enhanced DBS check. It is the responsibility of the governing body to apply for the certificate for any governors who do not already have one. Governance is not a regulated activity relating to children, so governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Authority (TRA) Teacher Services web page, schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information.
Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 which make enhanced DBS checks mandatory for maintained school governors do not apply to associate members, and so there is no requirement for them to be checked unless they also engage in regulated activity at their school.

Informing DBS and/or Secretary of State of Cases

- The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.
- The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual. Detailed guidance on when to refer to the DBS can be found on GOV.UK.
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person. How to refer can be found on GOV.UK.



New Staff

- New staff will be asked to read all relevant policies and ensure that procedures are understood/adhered to; this is part of their induction (Safeguarding Induction Pack).
- A Safeguarding Check List and Safeguarding Induction Pack must be completed and a copy given to the head teacher. The checklist should be dated, signed by appropriate staff and a completed copy given to the head teacher, which will be kept in the main safeguarding file.
- Appropriate safeguarding courses will be offered as part of the overall training offered to new staff.
- We will ensure new staff remain within the 3-year training period.
- Receive a copy of the 'Safeguarding Children Quick Reference for New Staff or Volunteers'

Barred List

The Regulated Activity in Relation to Children document describes what a barred person should not do. It shares the details of the DBS process and how to submit a refer a barring referral.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

26. **The use of 'reasonable force' in schools and colleges**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We use the Local Authority Personalised Risk Assessment for a pupil when the need for "reasonable force" becomes greater. This is drawn up by the teacher, SENDCO, and shared with staff who work with the child and the parents/carers.

27. **Behaviour Policy**

At our school, we promote positive behaviours through celebrations and sanctions systems (Please see our Behaviour Policy). Our behaviour expectations of "Be Ready, Be Safe, Be Respectful" runs throughout our school practise. Please see other Stakeholder behaviour policies: Staff Code of Conduct; GCC Unacceptable Behaviour Policy, Safer Working Practise, Teacher/HT Standards. The Behaviour in Schools guidance is used to advise school policy.

28. **Elective Home Education (EHE)**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.

At Hester's Way Primary School, we ensure that the intention to electively home educate is discussed with the parent/carer, ensuring that the child's best interests are fully considered. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. We request a letter of the parent/carers decision and inform the Local Authority immediately of their intentions.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.

Where a child has an Education, Health and Care plan, local authorities will need to review the plan, working closely with parents and carers.

29. **The Virtual School**

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In our school, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties. Statutory guidance on Promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads.

In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

Care leavers - Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated Safeguarding Leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Gloucestershire Virtual School Senior Education Advisor for children with a social worker – Lindsay Evans lindsay.evans@gloucestershire.gov.uk 07557 214097 Further info: https://www.gloucestershire.gov.uk/schoolsnet/noticeboard/schoolsn et-bulletin-board/virtual-school-support-for-children-and-youngpeople-with-a-social-worker/
Education Advisor for previously looked after children Nicola Hopper Nicola.hopper@gloucestershire.gov.uk 07766 992025

30. **Alternative Provision**

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, our school governors and staff are aware of the additional risk of harm that their pupils may be vulnerable to, in some settings.
School will use:
• Alternative Provision DFE statutory guidance, and
• Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance

31. **Radicalisation**

KCSiE Preventing radicalisation Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of our safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent Duty
All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty. The Prevent duty is part of our wider safeguarding obligations.

Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether Counter-Terrorism and Security Act 2015 (legislation.gov.uk), "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act), they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office. Additional support: The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:
• Prevent awareness e-learning offers an introduction to the Prevent duty.

• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)

Educate Against Hate Educate Against Hate - Prevent Radicalisation & Extremism, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The Safeguarding and Prevent - The Education and Training Foundation Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty London Grid for Learning has also produced useful resources on Prevent. The Prevent Duty | LGFL

The school takes this issue very seriously and will be alert to any form of behaviour that would infer a child is being radicalised. All staff have completed online training to support their understanding of this concern and this is actioned bi-annually. The head teacher is trained and aware of PREVENT duty. There is other Prevent training for referrals and Channel awareness. SLT and PST are trained in referrals.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. The school's responsibilities in relation to the Counter Terrorism and Security Act 2015 are outlined below.

As part of wider safeguarding responsibilities school staff will be alert to: Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or "hate" terms to exclude others or incite violence.
- Intolerance of difference: gender, disability, homophobia, race, colour or attempts to impose extremist views or practices on others Anti-Western or Anti-British views.

As part of the PREVENT duty:

- The Prevent lead will be the DSL – Head Teacher or Deputies.
- Staff assess risk of pupils being radicalised and drawn into terrorism.
- Through training, staff know what to do to support those assessed as being at risk e.g. referral to the PREVENT Duty and Channel programme or referring any concerns to the police via 101 or emailing childrenshelpdesk@gloucestershire.gov.uk or 01452 426565
- When making a referral to PREVENT use these guidelines: *Making a referral to Prevent - GOV.UK (www.gov.uk)*

- We work in partnership with other agencies.
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff training raises awareness of PREVENT.
- IT policies and suitable filtering ensures that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site.
- Use this document to safeguard learners https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

As with other safeguarding issues, staff should inform the DSL and the appropriate advice will be sought as per the GSCP and DfE guidelines.

32. **So-Called "Honour Based" Violence & Forced Marriages**

School staff are alert to monitor the signs shown in extremist behaviours:

"Honour based" Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

It should also be noted that this type of abuse may include non-violent forms of abuse.

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For further information, we can refer to:

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership

This additional advice and support were updated to reflect the change in the law from February 2023:
Forced marriage resource pack - GOV.UK (www.gov.uk)
Multi-agency Practice Principles for responding to child exploitation and extra-familial harm (researchinpractice.org.uk)

This is non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

33. **Female Genital Mutilation**

The statutory guidance 'Keeping Children Safe in Education', asks schools to ensure that they raise awareness of Female Genital Mutilation (FGM). Staff should be aware of FGM and it should be included in your policy where the different types of abuse, neglect and exploitation are set out. Whilst any concerned

staff member would talk to the DSL, the member of staff also has a legal responsibility to ensure that any disclosures are reported to the Police, as well as Social Care.

Female Genital Mutilation is illegal in the UK and can occur anywhere, it has been found to occur mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

Key Points:

•Not a religious practice
•Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
•Criminal offence in UK since 1985
•Offence since 2003 to take girls abroad
•Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

•Cultural identity – An initiation into womanhood
•Gender Identity – Moving from girl to woman – enhancing femininity
•Sexual control – reduce the woman's desire for sex
•Hygiene/cleanliness – unmutilated women are regarded as unclean

Risk Factors include:

•Low level of integration into UK society
•Mother or sister who has undergone FGM
•Girls who are withdrawn from PSHE
•A visiting female elder from the country of origin
•Being taken on a long holiday to the family's country of origin
•Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

•Difficulty walking, sitting or standing
•Spend longer than normal in the bathroom or toilet
•Unusual behaviour after a lengthy absence
•Reluctance to undergo normal medical examinations
•Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

•Difficulties urinating or incontinence
•Frequent or chronic vaginal, pelvic or urinary infections
•Menstrual problems
•Kidney damage and possible failure
•Cysts and abscesses

•Infertility
•Complications during pregnancy and childbirth
•Emotional and mental health problems.

All members of staff should be vigilant of specific pupils who may be removed from school for this practice, these could be:

- The child talks about taking a holiday back in their home country;
- Arranging for vaccinations;
- Planning being absent from school;
- Child talks about a special procedure /ceremony that is about to happen.

Indicators that FGM has already taken place:

- Prolonged absence;
- Behaviour change;
- Bladder or menstrual problems;
- Difficulty in sitting down;
- Pain between the legs.

If this is the case, inform the DSL immediately. Alternatively, any member of staff can report concerns about FGM to the local police – see details below.

Again, any concerns refer to DSL immediately and/or any staff member can contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator on 101 or 01242 247933.

34. **Child Sexual Exploitation and Child Criminal Exploitation**

The school works together with other agencies to identify and reduce the risks of child sexual and criminal exploitation. Where the school staff, think that a child may be at risk the toolkit is used and may be referred to social care and the police if it confirms concerns.

Pupils are taught how to keep themselves safe at an age appropriate level through our curriculum: learning about PSHE - Healthy Relationships and RSE, Hygiene; E-Safety and "Keep Safe" work like the PANTs rule.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

They "do not realise they are being exploited and may believe they are in a genuine romantic relationship".

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:
• appear with unexplained gifts, money or new possessions;
• associate with other children involved in exploitation;
• suffer from changes in emotional well-being;
• misuse drugs and alcohol;
• go missing for periods of time or regularly come home late; and
• regularly miss school or education or do not take part in education

Report any concerns to the DSL.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:
• have older boyfriends or girlfriends; and
•suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioner.

35. **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:
• challenging inappropriate behaviours;
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
• challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 200322 as described in the Keeping Children Safe in Education document.

Sexual Harassment including "Up-Skirting"

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include:
• consensual and non-consensual sharing of nude and semi-nude images and/or videos.

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence. This includes:

- sharing of unwanted explicit content;
- up skirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation;
- coercion and threats.

Up skirting is a criminal offence.
The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the Flowchart on Page 12. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (DSL).

Follow the KCSIE guidance and ensure that any risk assessments are put in place to safeguard all.

36. **Child on Child Abuse**

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's policy and procedures with regard to Child on Child abuse.

Procedures to minimise the risk of Child on Child abuse:

Any allegations will be investigated, recorded and dealt with accordingly, and alleged victims, alleged perpetrators and any other child affected by the incident will be supported through Pupil Voice, Talk Time, specific work with the Pastoral Support Team or class teaching staff. Referrals to other agencies may also be sought for support.

Concerns about inappropriate sexual behaviour and/or violence will be reported to the DSL immediately and a referral made to Children's Social Care and/or the Police (depending on the nature of the abuse) who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories of abuse, schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also GSCP policy).

As a school, we take any bullying (including cyber-bullying) very seriously. We encourage pupils to always talk about any concerns and parents/carers to talk to staff if children have confided anything to them at home. School works closely with the Local Community Police Officer to educate the children and deal with any incidents especially regarding Cyber- Bullying due to the legal implications when the children get older. The PSHE, SMSC, BMV curriculum is taught to prevent and deal with any issues.

If school staff become concerned about a child bullying others, this may be referred to social care.

School aim to prevent bullying, peer on peer abuse and any discrimination including sexual harassment through a broad and balanced curriculum, PSCHE curriculum, Relationships and Sex Education and following policies and guidance regarding Equality and the Disability, Discrimination Act.

In conjunction with the Anti -Bullying and Hate Policy and E-Safety Policy, such abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

We recognise that the gendered nature of Child on Child is more likely that girls will be victims and boy's perpetrator, but that all peer on peer abuse is unacceptable and will be taken seriously. The law regarding Child on Child abuse is in place to protect children and not to criminalise them.

Child on Child abuse can take different forms, such as:
• sexual violence and sexual harassment;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexting (also known as youth produced sexual imagery;
• initiation/hazing type violence and rituals.

Child on Child abuse can occur within an intimate relationship, as with domestic abuse. However, this would refer to relationships at the legalised age of consent, in secondary schools and colleges.

37. **Sexting**

Sexting is the term used when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called: trading nudes; dirties; pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child, even if it's shared between children of

the same age; possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

This definition and information were taken from the NSPCC website.

Pupils should not use mobile phones in school. The phone should be handed into the office or class teacher and be locked away until the end of the day. The Behaviour Policy, Anti-Bullying and Hate, E-Safety and Acceptable User Policy, as well as other school policies, should be followed.

School will follow the "Managing Sexting Incidents" guidance published on the GSCP website.

If any sexting incidents are known, to any member of staff, they should be reported immediately to the Designated Safeguarding Lead. The phone should be switched off and secured.

According to the "Managing Sexting Incidents" guidance published on the GSCP website:

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, "If a school chose to take an incident to the police, then officers must record the crime", we have updated our advice on how schools should manage incidents of sexting.

Record all incidents of sexting. This includes both the actions you did take together with the actions that you didn't take, together with justifications.

In applying judgement to each sexting incident, consider the following:

Significant age difference between the sender/receiver involved. If there is any external coercion involved or encouragement beyond the sender/receiver. If you recognise the child as more vulnerable than is usual (i.e. at risk). If the image is of a severe or extreme nature. If the situation is not isolated and the image has been more widely distributed. If this is not the first-time children have been involved in a sexting act. If other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances). In applying judgement to each sexting incident, consider the following: Sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane'. Children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

If these characteristics present cause for concern, then escalate or refer the incident using your normal safeguarding procedures. If these characteristics do not present cause for concern, then manage the situation accordingly, recording details of the incident, action and resolution.

38. **Domestic Abuse and Operation Encompass**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2022 received Royal Assent on 29 April 2022. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition (below), ensures that different types of relationships are captured, including ex-partners and family members.

The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'.

The Act's provisions, including the new definition, will be commenced over the coming months.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to national crime agency human-trafficking, domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in Gloucestershire and *in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.*

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
- *NSPCC- UK domestic-abuse Signs Symptoms Effects*
- *Refuge what is domestic violence/effects of domestic violence on children*
- *Safelives: young people and domestic abuse.*

39. **Serious Violence and County Lines**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
• go missing and are subsequently found in areas away from their home;
• have been the victim or perpetrator of serious violence (e.g. knife crime);
• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
• owe a 'debt bond' to their exploiters;
• have their bank accounts used to facilitate drug dealing. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

40. **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

All staff should be aware of the associated risks and understand the measures in place to manage these.

If staff have a concern about a pupil with relation to Serious Violence or County Lines this should be recorded and given to the Designated Safeguarding Lead. The DSL will then refer any concerns to Social Care. The Police may also be contacted depending on the nature of the incident or concern.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

41. **MAPPA and MARAC**

MAPPA - Multi Agency Public Protection Arrangements

Occasionally an educational setting may need to be involved in the assessment and management of a high-risk offender. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self. The police, probation and prison service are the lead agencies, with other agencies including CYP/Education settings, having a statutory duty to cooperate. Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences; however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYP.

MARAC Multi Agency Risk Assessment Conference

Meetings are held in county fortnightly to discuss high-level incidences of domestic abuse. The purpose of MARACs is 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm. We may be notified by other agencies if there are concerns of domestic violence.

42. **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

The Early Help process should be followed in the first instance but in emergency cases, the DSL may be informed and then refer the family's circumstances as a concern, in order to get external agency support.

43. **School Information, Website and Social Media**

Hester's Way Primary School promote "Keeping Safe" and upload links to the school website for pupils, parents and carers to access and use. Childline posters are up in and around school for children to access, Freephone telephone numbers to talk to other people if they feel the need.

We have a Social Media Policy on the school website.

44. **Gloucestershire Encompass Commitment**

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2023). As part of our school commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.
In signing up to Gloucestershire Encompass the Governing Board and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

45. **Human Rights Act, The Equality Act and Public Sector Equality Duty**

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools are:
• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
• Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

The Equality Act 2010

As a school, we will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). We will consider how we are supporting our pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race and we will take necessary positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools. The PSED places a general duty on schools to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation). Specific consideration will be given to the equality implications of these protected characteristics and the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. All harassment will be recorded, monitored and be followed up with direct work and action.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. There is also a duty to make reasonable adjustments for disabled children and young people.

46. **Child Abduction and Community Safety Incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide keeping safe assemblies and PSHE lessons. The PC Beat Officer attends Year 6 lessons to talk about keeping safe in the local community and County Lines. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. We use anonymised pupil responses to the GHLL Survey to analyse and further teach any gaps or areas for development.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

47. **Children in the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

Children with family members in prison Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

We encourage parents of children in these circumstances to share their situation with us, so that we can support children in school and through any supportive external agencies. This may include: play therapy, time to talk, seeking help and funding for clubs and activities.

48. **Partial or Whole School Closure and Remote Learning Practise**

In March 2020, a number of changes were required, in response to the Covid pandemic. Many young people were being educated at home and staffing was affected through illness and isolation. Now we have moved forward with Covid measures. However, we adapted our procedures for effective safeguarding practise, during this period of remote learning. This section of our policy remains relevant for any other outbreaks, emergency or potential school closure, as well as any pupil learning at home who may be vulnerable, have SEND or medical needs.

The school's approach ensures the Designated Safeguarding Lead (DSL) or a Deputy (DDSL) are always available or contactable for the child, who is remote learning, and their family. The contact details are

shared on the website in the quick reference guide. The family can call school or email the DSL. A designated practitioner will contact the child and their family on a regular basis for a welfare check.

Under safeguarding procedures, calls should be made in school and not via personal devices unless this is approved by a Senior Leader, in extreme circumstances, and then staff should withhold their personal number. If families cannot be contacted, a relative or agreed contact on our school personnel records will be contacted, then social care and/or the police to do a home visit, if there are concerns and it is deemed necessary.

Any concerns will be shared with the DSL immediately, face to face or by phone (depending upon the situation and location). This will be followed up with a CPOMs alert as a written record.

Our school (led by the Headteacher/DSL or DHT/AHT DDSLs) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of during the remote learning, before or at the time a child returns. The DSL or delegated staff member, will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our school systems.

Arrangements will remain in place to keep children not physically attending the school safe, especially online. We will refer pupils and their families to the online safety section of our school website. Any malicious communications will be dealt with and reported to relevant agencies. See more details below.

The same referral processes will be followed, if and when needed, informing Social Care and/or Police. The escalation procedure will be used if the school need a more urgent response, or wish to challenge the outcomes. Found at Gloucestershire Safeguarding Children Partnership
https://www.gloucestershire.gov.uk/gscp/

Children considered 'vulnerable' or have EHCPs will be offered a school place, during partial closures, where possible, unless a risk assessment is agreed between the school, parent and social care that the child can be monitored and remains safe at home. During school's partial or full closure, we will put in place specific arrangements in respect of the following groups:

- Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact;
- Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact;
- Children subject to a child protection plan/ Child in Need plan – places offered in school, if not taken remote learning must be agreed by Social Worker and family. Visits will be undertaken preferably 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENDCO; places offered in school where possible.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required or possible these children will be offered a place at school or individual contact plans will be agreed. More children may be added to this group in response to concerns raised with the DSL.

Contact arrangements will be agreed with parents/carers, SLT and DSL. Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

The school will follow the attendance guidance issued by government and/or Local Authority. Where a child is expected and does not arrive, the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of

methods to contact the parent and if necessary, arrange a home visit by the school or another appropriate agency.

Staff are aware of increased pressures on children and their families, when routines are changed and children have to work at home. There will be heightened awareness of family pressures through being contained in a smaller area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Laptops and resources may need to be loaned, if we are able to.

Staff will be aware of the mental health of both children and their parents/carers, informing the DSL about any concerns. Negative experiences and distressing life events, such as unplanned changes, emergencies and outbreaks, can affect the mental health of children and their parents. The school will continually review and support to ensure appropriate support is in place for them, using mental health and behaviour guidance. Changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils in these circumstances may include existing provision in the school (although this may be delivered in different ways, for example over the phone or on TEAMS) or from specialist staff or support services.

Incidences of Domestic Abuse are expected to significantly increase during a period of isolation as perpetrators will use this time as a "tool of coercive and controlling behaviour", and victims and their children are consistently more vulnerable during periods of societal stress see government guidance. Operation Encompass will continue notifications being sent to the school's encompass email address.

Young people will continue to be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school. The school continues to ensure appropriate filters and monitors are in place. Our Governing Board will review arrangements to ensure they remain appropriate. The school has taken on board guidance and use the South West Learning Grid filtering and monitoring systems.

Staff's code of conduct, safer working practise and the importance of using school systems to communicate with children and their families, remains in place.

Children and young people accessing remote learning receive guidance. School emails will be set up for school's online monitoring. Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have the access to the following links:

- Education for a Connected World
- PSHE and Citizenship Curriculum
- https://www.thinkuknow.co.uk/
- https://www.thinkuknow.co.uk/parents/
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/
- Child Exploitation and Online Protection Centre (www.ceop.police.uk
- https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parental controls-offered-your-home-internet-provider
- https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parents-guide
- https://www.net-aware.org.uk/news/age-content-ratings-apps-games/
- Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Other resources include:

- Public Health England – Every Mind Matters https://campaignresources.phe.gov.uk/schools/topics/mental -wellbeing/overview
- Harmful online challenges and online hoaxes – includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. https://www.gov.uk/government/publications/harmfulonline-challenges-and-online-hoaxes/harmful-onlinechallenges-and-online-hoaxes

49. **GDPR**

It is important that governing boards and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. We use GCC GDPR traded services to ensure all compliance is met.

50. **Policies and Practises**

Parents/Carers will be asked to update their contact details, at least annually or when needed, including those who they give responsibility of care to their child, in their absence. At least two contact details will be retained in school.

This site shares the expectations of Ofsted Inspections: Ofstednews - YouTube

CAFCASS have shared support for children within the court process: https://www.cafcass.gov.uk/young-people/

The Child Protection/Safeguarding Policy will be used in conjunction with other school policies, including:

Acceptable User
Allegations Management
Anti-Bullying and Hate Policy
Attendance and Missing Children in Education
Complaints
Data Protection GDPR Policy
Early Help
E-Safety Policy
First Aid and Medication
GCC Unacceptable Behaviour Policy
Health and Safety
Keeping Children Safe in Education 2024
Lettings/Hirers agreement
Offsite Visits
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Social Media Policy
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Safeguard Children

This policy was reviewed in September 2024 and will be reviewed in September 2025, or when needed.

Reviewed and agreed by The Full Governing Board on: 16.09.24

Signed by: _____ on behalf of the FGB.

PRINT GOVERNOR NAME:_____