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ANDOVERSFORD PRIMARY SCHOOL

Child Protection and Safeguarding Policy

This policy has been adopted by all governor-led provision at Andoversford Primary School, which includes The Pre-School at Andoversford and any Wrap-Around Services as well as the school itself.

This statutory policy will be reviewed every 12 months

Date Ratified: 20.09.2024

Signed on Behalf of the Governing Body:

C. Ridgers

Chair of Governors

Date for Review: September 2025



Safeguarding and Child Protection Policy

At Andoversford Primary School we welcome all pupils. Safeguarding is about more than child protection. Child Protection is specifically about protecting children and young people from suspected abuse and neglect. Safeguarding is much wider than child protection. It includes everything an organisation can do to keep children and young people safe, including minimising the risk of harm and accidents and taking action to tackle safety concerns.

We take safeguarding very seriously and aim to create a culture of vigilance. Our Safeguarding and Child Protection policy applies to all staff, governors and volunteers at Andoversford Primary School. It is designed to:

- Ensure we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children
- Ensure staff are trained to recognise and understand the signs and symptoms of abuse; understand their responsibility for referring concerns to the designated safeguarding lead and receive appropriate training to enable them to carry out these requirements (this includes reading Part 1 of Keeping Children Safe In Education 2024)
- Ensure unsuitable behaviour of adults is reported and managed using the Allegations Management procedures
- Ensure that all staff are aware of the expectation that they must adhere to the Internet Access and Acceptable Use Policy and that they must sign to show that they have read and understood this policy
- Raise awareness of safeguarding and child protection issues and equip children with the skills needed to keep them safe
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Multi-Agency-Safeguarding-Hub (MASH)
- Support pupils who have been abused in accordance with his/her agreed child protection plan
- Establish a safe environment in which children can learn and develop

All of our school policies are interlinked and should be read and informed by all other policies. In particular, this policy should be read in conjunction with the, Behaviour Policy, Code of Conduct, Whistleblowing Policy and the Internet Access and Acceptable Use Policy.



Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

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

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

Child includes everyone under the age of 18.

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

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

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

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

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

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



Our Safeguarding Structure

All staff are responsible for safeguarding children and providing a safe environment where children can learn. Andoversford Primary School fully recognises its responsibilities for child protection. All staff and volunteers working in our school are required to attend safeguarding and child protection basic awareness training. This training is updated every two years. An up to date register is kept of attendance at training. The school has identified specific staff who have undertaken additional Inter-Agency Child Protection training, which is refreshed every two years through a Gloucestershire Safeguarding Children Partnership training session and 10-hours of CPD each year. The following staff members are responsible for the management of child protection issues:

- **Designated Safeguarding Lead (DSL):** Mrs Rachel Bradley-McKay (Head Teacher)
Contact the DSL on 01242 820407 or via email: head@andoversford.gloucs.sch.uk
- **Deputy Designated Safeguarding Leads (DDSLs)** Hayley Armstrong (School Business Manager, email: finance@andoversford.gloucs.sch.uk) and Chelsea Packer (Class Teacher, email: chelsea.packer@andoversford.gloucs.sch.uk)

In the absence of the headteacher concerns should be referred to the deputy DSL trained staff listed above and displayed in school. The DSL/Headteacher is responsible for co-ordinating child protection issues within the school and for liaising with other Services. The DSL is also responsible for ensuring that all staff, teaching and support, paid and volunteers know who is the DSL and deputy DSL, and that they all receive, on a regular basis, information that enables them to identify child protection matters and respond appropriately.

The school has also identified a safeguarding governor representative: Ruth Shirley (Governor, email ruth.shirley@andoversford.gloucs.sch.uk)

The safeguarding governor should ensure that the Governing Board's responsibility to challenge the school on aspects of safeguarding is carried out on a regular basis. It is also the role of the safeguarding governor to ensure that the school completes an annual safeguarding audit.

Safeguarding Training

- The Headteacher (DSL), staff members identified as Deputy Designated Safeguarding Leads will attend multi agency training at least every two years and will complete 10-hours independent CPD each year. Many training opportunities are available using virtual or technological methods as well as face-to-face training events.
- All staff will receive basic training every three years; any staff joining after the latest training session will be required to carry out the virtual training as organised by the Gloucestershire Safeguarding Children's Partnership (through the online platform Melearning) or will attend a face-to face training session at another setting as part of their induction
- The safeguarding governor will attend training for governors at least every three years. All other Governors receive appropriate training led by a representative from governor services and are invited to attend the school-led basic training alongside staff which is held every three years
- The Headteacher, School Business Manager and at least one governor have attended up-to-date accredited 'Safer Recruitment Training' which is refreshed every five years. Contact Chris Ridgers, Chair of Governors (email: chair@andoversford.gloucs.sch.uk). There will be at least one member of every recruitment panel who has completed Safer Recruitment Training.



- All staff are kept informed of any changes to procedures as and when appropriate
- Any new staff joining the school will be made aware of the procedures outlined in the policy
- Staff are briefed and DSL ensures up to date on new/current concerns as they occur and staff knowledge is checked through staff meetings every half term
- Safeguarding and Child Protection queries and concerns are timetabled in every staff meeting and every meeting of the Governing Board
- A record of safeguarding training is kept centrally

As part of the ethos of the school, the governors and staff are committed to:

- ensuring children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum, including the use of visits and visitors (for example through SchoolBeat visits, In the Net, visitor workshops)
- when alternative provision is used (AP), the school remains responsible for any child in this setting. All due diligence checks will be undertaken to ensure that children are safe within these settings, using the agreed protocols.
- ensuring that children are taught about their mental well-being alongside their physical health through PSHCE sessions and that a positive culture around discussing mental wellness and mental ill-health is established
- ensuring that appropriate safeguarding responses are put in place for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
- working in partnership with other agencies, sharing information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences
- working as an agent of referral and not of investigation
- working in partnership with parents and carers
- keeping detailed, accurate records, using online software (My Concern), of all concerns and decisions made about a child even if there is no need to make a referral. We will ensure that records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.

Working with parents and carers

Concerns about the welfare or safety of pupils will be discussed with parents/carers, unless to do so would increase the risk to the child. In this instance advice will be sought from the Children and Families Helpdesk. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care. Parents/carers will be made aware of the school's safeguarding and child protection policy and procedures via the school website. The policy and procedures will also be shared during our induction meetings for parents and carers of new pupils.

Where a decision has been made to make a referral to children's social care, the designated safeguarding lead should seek the agreement of parents/carers before making the referral, unless to



do so may place the pupil at increased risk of significant harm. If this is the case advice will be taken from a duty social worker or a member of the Multi-Agency Safeguarding Hub (MASH).

Early Help Offer

Our school is committed to safeguarding children and promoting their welfare. We ensure that children at risk are identified at the earliest possible stage and that we work with them, their families and outside agencies, in a coordinated manner, to prevent the risk reaching a crisis point. Children have different Levels of Need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professionals to be involved. The aim of Early Help is to clearly identify when and how children can be supported and safeguarded to ensure their needs are met whatever level. Andoversford Primary School use tools and resources from the Gloucestershire Safeguarding Children's Partnership, such as 'The Windscreen' diagram to identify the continuum of need and the Neglect Toolkit. Advice is also sought from community social workers or the MASH where required. Andoversford Primary School works in collaboration with the Cotswolds Early Help Coordinator (EHCO).

Recognising signs 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. Children can be harmed in a number of ways. Abuse can be physical, sexual, emotional or it can take the form of neglect. Children sometimes suffer more than one type of abuse at a time. We recognise the part that mental ill-health can play in abuse and are vigilant for signs that a family may need support.

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of school, inside and outside of home, and online. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal through to being aggressive or withdrawn. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or a single label. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise any concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

All staff should know what to do if a child tells them they are 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 local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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 care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, 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
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.



Indicators of Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, 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.

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 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.



The school keeps itself up to date with latest advice and guidance to assist in addressing specific vulnerabilities and forms of exploitation. Staff are briefed to ensure that they recognise the warning signs and symptoms in relation to specific issues and will report their concerns regarding any safeguarding issue to the DSL. They will refer this to the LA usually via the Multi-Agency Safeguarding Hub (MASH) so that a strategic overview and targeted support can be adopted.

Mental Health

All staff are aware that a pupil displaying mental ill-health could be as a result of the pupil being at risk of, or having suffered abuse, neglect or exploitation. Staff will be aware of the lasting impact that this may have on a child which can last into adolescence and into adulthood. Staff will ensure that they will fully consider the impact of mental ill-health on pupils' behaviour and education, particularly if adaptations are required as part of a My Plan or pastoral support plan. Any staff member who is concerned about a pupil should refer to the DSL or their deputy so that the appropriate professional advice and support can be sought and the full range of evidence is documented in case a referral is required.

Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

At Andoversford we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Pupils who make these allegations will be listened to and believed. Allegations will not be dismissed as 'banter' or ignored. Any allegations of child-on-child abuse will be thoroughly investigated.

Safeguarding issues raised about children may include physical abuse, emotional abuse, bullying, cyber bullying, sexual abuse and sexual or criminal exploitation. Abuse is an intimate personal relationship without consent.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. It is likely that safeguarding concerns will be raised linked to both the alleged perpetrator and victim in such situations.

When dealing with incidents which involve child-on child abuse, it is important to explain to children that the law is in place to protect rather than criminalise them. Staff must also be aware of the importance of understanding intra-familial harms, and any necessary support for siblings following incidents. We are committed to working alongside a range of services and will always take part in any discussions with statutory safeguarding partners.

All staff should understand that even if there are no reports in their schools or colleges 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 they should speak to their designated safeguarding lead (or a deputy).



It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are 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 leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- 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). 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.
- 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
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into 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 may 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 noncontact 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 including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example 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 for example they believe they are in a genuine romantic relationship.

Domestic Abuse

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.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or a 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. At Andoversford Primary School, all teaching staff will personally report any cases to the police where it appears that an act of FGM is about to be or has been carried out, as soon as possible. They will also report this information to the DSL.



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 or college, 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.

Safeguarding pupils who are vulnerable to extremism

Since 2010, when the government published the Prevent Strategy, there has been an awareness that the school needs to safeguard children, young people and families from violent extremism. There have been times when extremist groups have attempted to radicalise vulnerable children nationally. We seek to protect children and young people against the messages of all violent extremism, recognising that intervention may help to prevent and protect children at risk of radicalisation. At Andoversford, we value freedom of speech and expression of beliefs and emphasise that pupils have the right to freely voice their opinions. However, free speech should not manipulate or harm others. Types of extreme views include: political, religious, race or sexist violence, but may also be related to narrow ideology that is intolerant of diversity or society behaviours such as animal welfare. The school seeks to protect children and young people against the message of violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology and extremist Animal Rights movements.

All staff have received training and regular updates to help identify early signs of radicalisation and extremism.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Gloucestershire Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). UK Gov guidance on how to make a prevent referral is linked here: [Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#)



Staying Safe Online

The school will always adhere to the Internet Access and Acceptable Use Policy. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

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

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

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

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the school's policies and Code of Conduct. Should there be a need for a pupil to bring a mobile phone to the school it will be handed in at the start of the day and will remain in the office until the end of the day.

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

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

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

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

The school online safety coordinator is Chelsea Packer, Subject Leader for Science and Technology, which includes Computing.



Reporting Concerns or Disclosures

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the Department for Education and Skills to

- Ensure that staff members are trained to recognise signs of possible abuse, neglect or threat of radicalisation and will know what to do if they suspect a child is suffering harm
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Ensure that pupils who are LGBTQ+ have a trusted adult with whom they can be open with
- Ensure there are clear systems in place for all staff to follow
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. This will also include specific lessons on 'e safety' and acceptable use of the Internet. All pupils are required to sign an acceptable use of the internet agreement
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups. Where appropriate links will also be established with personnel responsible for Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk assessment Conferences (MARAC)
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Records will kept using our online reporting system: My Concern.
- The DSL may wish to seek advice. This can be done by contacting a DSL from a cluster school, the MASH or the community social worker for the Cotswolds.
- To make a referral to Children's Services, the DSL will complete a MARF on the Liquid Logic Portal
- Where a professional is unsatisfied that a case has been dealt with appropriately, we will refer to The Escalation Of Professional Concerns Guidance

Andoversford Procedures

- Speak to a member of staff with safeguarding responsibility to talk through your concerns. Seeking advice at this stage will support appropriate decisions about next steps needed are taken.
- Following this discussion, a record of the concern must be made using our online reporting system My Concern – If this is the case, it must be written with as much detail as possible stating the facts carefully and concisely. It is also possible that a discussion with the child may be necessary. The record is automatically sent to the DSL when it is submitted.
- Whilst this record has now been 'passed on', you MUST check to see what steps have been taken and these must be recorded on the initial record. This additional check is essential to ensure that no-one 'drops the ball'. If a referral to social care is made, this too must be followed up.
- It may also be necessary for you (with a member of the safeguarding team) to talk to the parents or carers about the concerns noted.
- If a member of staff, student or volunteer has any concerns about another member of staff, student or volunteer in relation to safeguarding, the allegations management protocol must be followed



If Staff are concerned about a child's welfare

If a member of staff notices any indicators of abuse/neglect, mental health issues or signs that a child may be experiencing a safeguarding issue they should record these concerns on My Concern and discuss their concerns in person with the DSL.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

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

It is recognised that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

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

Staff should record these early concerns and alert the DSL.

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing using the agreed systems for the school.

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

If a pupil discloses to a member of staff

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

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

During their conversation with the pupil, staff will;

- ✓ Listen to what the child has to say and allow them to speak freely,
- ✓ Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener,
- ✓ Reassure the child that it is not their fault and that they have done the right thing in telling someone
- ✓ Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk,
- ✓ Take what the child is disclosing seriously,
- ✓ Ask open questions and avoid asking leading questions,
- ✓ Avoid jumping to conclusions, speculation or make accusations,
- ✓ Not automatically offer any physical touch as comfort. It may be anything but comforting to



- a child who is being abused,
- ✓ Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong,
- ✓ Tell the child what will happen next.

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

The member of staff should write up their conversation as soon as possible in the child's own words. Staff should make this a matter of priority. The record should be signed electronically if needed and dated, the member of staff's name should be included, and it should also detail where the disclosure was made and who else was present. The record should be shared with the DSL.

Notifying Parents

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

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

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

Making a referral

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

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

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

If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

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

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



Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We understand that children with special educational needs and disabilities can face additional safeguarding challenges.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be acceptable to being challenging, defiant, aggressive or withdrawn.

At Andoversford, we support all children by:

- Promoting a caring, safe and positive environment within the school which gives pupils a sense of being valued, ensuring they feel secure, are encouraged to talk and are listened to.
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Implementing a behaviour policy which ensures that pupils know which behaviours are acceptable, but that does not blame pupils for displaying unacceptable behaviours linked to any abuse which has occurred.
- Ensuring children know that there are adults in school whom they can approach if they have worries or concerns.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children such as social care, Children and Young People Service (CYPS), education welfare services and educational psychology service.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child, about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school records are forwarded as a matter of priority.
- Teaching children about the importance of safeguarding procedures and who they can turn to.

Support when a crime may have been committed

Support will be available whether a crime has been committed or not. Rape, assault by penetration and sexual assaults are all crimes. Where a report includes such an act, the police will be notified often as a natural progression of making a referral. The DSL will be aware of the local process for referrals. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the DSL will still refer to the police. The school should have a close relationship with the local police and the DSL will liaise closely with them.

Support will also be available should the report include online behaviour. Online concerns can be especially complicated. The school recognises that there is the potential for an online incident to extend further than the local community and for a victim or the alleged perpetrator, to become



marginalised and excluded both online and offline. There is also strong potential for repeat victimization if the content continues to exist.

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

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential.

The Headteacher and/or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff will ensure that in line with DFE guidance on information sharing they will: Contribute to inter-agency working as part of its statutory duty. This includes work with the LA, SC, the police, health services and other services to protect the welfare of its pupils through the early help process and by contributing to inter-agency plans to provide additional support.

In recognition of this, staff members are aware that whilst the data protection act 2018 known as GDPR, places a duty on school to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupils being placed at the risk of harm. They will be mindful that sharing early information is vital in ensuring that effective identification, assessment and appropriate service allocation is in place for pupils. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. Information must be with the right people between and within agencies.

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

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

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with a social worker on this point.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report



of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

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

Depending on the nature of the issue, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements. Discussion with the alleged perpetrator's parents will have regard to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

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

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

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

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

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

Alternative Provision

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

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.



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

Work Experience

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

Use of the school premises for non-school activities

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

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

Allegations against staff including supply staff, volunteers and contractors

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

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

Examples of behaviour could include but are not limited to :

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



Low Level concerns must be discussed with the headteacher and recored on the online system, Confide. The headteacher will make a decision on whether the concern is a low level concern or meets the threshold for harm and whether or not this should be shared with the LADO. All allegations whether low level or not should be recorded carefully using Confide, including any actions that need to be taken.

Taking advice from the LADO or HR as appropriate, the headteacher should also decide how and when to speak to the member of staff. The headteacher will then ensure that an investigation is undertaken so that due process is followed. This will be recorded and stored securely using Confide.

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

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

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

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

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

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the headteacher first.

The school will follow Gloucestershire procedures for managing allegations against staff.

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

In the event of an allegation against the headteacher, the decision to suspend will be made by the Chair of Governors.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

In circumstances where an allegation is made about an individual not employed by the school, normal processes and steps are put into place in full consultation with the employee's agency. School staff will expect to take the lead in any situation such as this in consultation with the LADO.



If an allegation is made about an incident that occurred when an individual or organisation is using the school premises to run activities for children, such as sports association or extra-curricular activities, schools must follow these policies and procedure as normal, including informing the LADO.

In Gloucestershire, professionals should use a referral/consultation form to get advice, including as much detail as possible. Once the LADO referral/consultation form has been completed, it needs to be returned to LADO@gloucestershire.gov.uk where it will be read by the duty LADO who will then respond with the appropriate advice and information. The LADO email inbox is monitored from 9:30 – 4pm Monday to Friday except during periods of annual leave when review and response times will be delayed.

For more information see information from GSCP: [The Role of The LADO and Allegations Management Process](#)

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak, in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of the governing board whose contact details are readily available to staff.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk. Staff can also seek confidential advice at anytime from Protect, a registered charity which advises on serious malpractice in the workplace. For more information visit their website or call them on 020 3117 2520

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

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

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.



Safer Recruitment

The school's full policy and procedures for safer recruitment are outlined in the Trust's Safer Recruitment Policy.

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

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

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

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

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

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

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

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk. The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.



Single Central Record

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. The Headteacher and Safeguarding Governor check and review this regularly.

The following information is recorded on the SCR:

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

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded. Any volunteer who will be supervising pupils without school staff will be subject to an enhanced DBS check.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The details of an individual will be removed from the SCR once they no longer work at the school.

Responsibilities

The designated DSLs are responsible for:

- referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Service Request Form. However, any member of staff may raise concerns directly with Social Care Services.
- ensuring records of concerns about a child are written even if there is no need to make an immediate referral.
- keeping chronologies of any safeguarding or child protection incidents.
- ensuring that all such records are kept confidentially and securely and are separate from pupil records, and they are sent on to the child's next school or college. It is the responsibility of the child's final place of education, e.g. college, to keep the records for the designated amount of time.
- ensuring that an indication of the existence of the additional file above is marked on the pupil records
- signing up to the safeguarding alerts through the Gloucestershire Safeguarding Children Partnership (GSCP) website and disseminating the information in a timely fashion.
- liaising with other agencies and professionals.



- ensuring that either they or the relevant staff member attend case conferences, core groups, multi-agency public protection arrangements (MAPPA) or other multi-agency planning meetings, and contribute to assessments and relevant reports.
- ensuring that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who has a child protection plan.
- provides guidance to the Headteacher if a pupil on a child protection plan is in danger of exclusion, ensuring the pupil's social worker is informed.
- ensuring that, where a pupil who has a child protection plan leaves our school, their information is transferred to the new school immediately and that the child's social worker is informed.
- contact the Education Performance and Inclusion team should a pupil be designated as a 'child missing education' and ensure the appropriate CTF is uploaded where necessary.
- organising child protection induction, and update training every 3 years, for all school staff.
- being aware of the lessons learnt from Serious Case Reviews (SCR) and using this information to inform school practise.
- providing information for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

Prevention

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe (PSHE Curriculum)
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and procedures will be monitored and evaluated by:

- Governing body visits to the school
- Head Teacher observations, learning walks and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of governing body minutes
- Logs of bullying/racist/behaviour incidents
- Review of parental concerns and parent questionnaires



Appendix 1: Advice for listening to children who report abuse

It is important to remember:

- To take what the child says seriously.
- React calmly, because over-reacting can frighten children and compound feelings of guilt.
- Tell the child that he/she is not to blame. Children are the victims of child abuse, never the cause.
- Explain to the child as early as possible what will happen next.
- If you are not clear about what the child is telling you, check your understanding of what has happened with the child.
- Keep questions to a minimum and never lead the child, as leading questions may invalidate a child's testimony in court.
- Use the words the child uses.
- Record your conversation with the child as soon as possible after the event using clear and specific language

Some Dos and Don'ts

- DO be alert to signs of abuse and neglect. It can happen anywhere.
- DO be prepared to react calmly. Children are more likely to allow you to help them if you are prepared to listen and appear not to panic.
- DO keep a clear record of your concerns and what action you took.
- DO consult the Gloucestershire Safeguarding Children Partnership for advice
- DO NOT promise the child that you will not tell anyone else. Instead explain to them that you will need to talk to other people.
- DO NOT try to deal with the problem alone. Children are best protected when all agencies work together.



Appendix 2: Further Information about our policy

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' 2018; Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000; 'What to do if you're worried a child is being abused: advice for practitioners (DfE)' 2015. The guidance reflects, 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges' 2024. Reference has also been made to Gloucestershire Safeguarding Children Partnership (GSCP) procedures.
- The governing board takes seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- All staff are aware that safeguarding incidents could happen anywhere and we remain alert to this fact to ensure that children are kept safe.
- Our lettings procedures will seek to ensure the suitability of adults working with children on school sites at any time, regardless of whether or not the children who attend any of these services or activities are children on the school roll.
- Community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.
- Our procedures will be regularly reviewed and updated
- The name of the designated members of staff for child protection, the Designated Safeguarding Leads, will be clearly advertised in school
- All new members of staff will be given a copy of our safeguarding procedures, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school
- The Safeguarding and Child Protection policy is available publicly on the school website.



Appendix 3: Additional Information to Recognise Signs of Child Abuse, Exploitation and Neglect:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Appearance of gifts or money

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the DSL, deputy DSL or, in the absence of all those individuals, an experienced colleague.
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse



Additional Risk factors

ALL pupils could be victims of abuse and abuse CAN and DOES happen everywhere. There are however some additional risk factors which mean that some children are more likely to experience abuse. These include:

- Addiction or substance mis-use in the household
- Unmet Mental ill-health needs in the household
- Domestic abuse in the household
- Disability
- A member of the household involved with crime or in prison
- Poverty, homelessness or other pressures which cause lack of stability in the home environment
- Lack of access to education

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. As a school, we also recognise that **Children Missing Education** are vulnerable to abuse. **Children Missing Education (CME)** refers to 'any child of compulsory school age who is **not** registered at any formally approved education activity e.g. school, alternative provision, elective home education, **and** has been out of education provision for at least 4 weeks'. We regularly monitor attendance of pupils to spot patterns of absence and identify pupils with poor attendance, which is communicated with parents and carers. As part of our pupil records, we ensure that two emergency contacts are available for each pupil. When a child is suspected to be missing in education, we follow the Gloucestershire procedure and the Local Authority is alerted.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising: Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush



- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks: Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures: Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars: A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.



Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing



Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment of sexual abuse by young people

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.



In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

At Andoversford Primary School, we use the Neglect Toolkit (GSCP) to help recognise signs of Neglect for pupils.



Appendix 4: Definitions and Further Support

Contextual Safeguarding

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

Assessment of pupil's behaviour will consider whether there are wider environmental factors that are a threat to their safety or welfare.

The school will provide as much contextual information as possible when making referrals.

Early Help

Early Help means providing support as soon as a problem emerges at any point in a child's life. Any pupil may benefit from Early Help, but staff will be particularly alert to those very vulnerable pupils identified. The school's approach to Early Help will be shared through the offer of Early Help published on the school's website. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm, whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from Early Help, for example, if they are:

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

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local Early Help process will be followed as required.

Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation is not improving or is worsening.

Multi Agency Risk Assessment Conference - MARAC

MARAC stands for Multi Agency Risk Assessment Conference. The meeting/conference is part of a process triggered by identifying a high risk victim of domestic abuse. A high risk victim is somebody at risk of serious harm or homicide. The purpose of the MARAC process is to share information with partner agencies and create a risk management plan to safeguard the victim and children. The emphasis is on action planning to safeguard victims and children at all times.



The Gloucestershire Domestic Abuse Support Service (GDASS) is a county-wide service designed to reduce the level of domestic abuse and improve the safety of victims and their families. They operate across the county offering a variety of support programmes for women and men over 16 years old experiencing domestic abuse. They can be contacted via the helpline on 0845 602 9035.

There are also national helplines available:

- National Domestic Violence Helpline (0808 2000 247).
- National Centre for Domestic Abuse (0844 8044 999).
- Men's Advice Line (0808 801 0327).

Looked After Children

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

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

The Designated Teacher for Looked After Children is: Rachel Bradley-McKay (headteacher)

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

Fabricated and Induced Illness

There are three main ways of a parent / carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Children who have had illness fabricated or induced are likely to require co-ordinated help from a range of agencies such as health, social care (adults' and children's), education, schools and the voluntary and independent sectors over a sustained period of time. The nature of this input is likely to change as the child develops and his or her needs change; over time, therefore, the types of services required may differ considerably.

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard the welfare of children and – where necessary – to take action, within the criminal



justice system, regarding the perpetrators of crimes against children. In using this guidance all agencies and professionals should:

- be alert to potential indicators of illness being fabricated or induced in a child;
- be alert to the risk of harm which individual abusers, or potential abusers, may pose to children in whom illness is being fabricated or induced;
- share, and help to analyse information, so that an informed assessment can be made of the child's needs and circumstances;
- contribute to whatever actions (including the cessation of unnecessary medical tests and treatments) and services are required to safeguard and promote the child's welfare and regularly review the outcomes for the child against specific planned outcomes
- work co-operatively with parents unless to do so would place the child at increased risk of harm;
- assist in providing relevant evidence in any criminal or civil proceedings, should this course of action be deemed necessary.

GSCP have advice for the management of cases of perplexing presentations in: **GSCP Joint Protocol for the Management of Perplexing Presentations Including Fabricated or Induced Illness.**

The protocol aims to provide a framework for medical practitioners, other practitioners and parents and carers and children to work in an open and collaborative way to progress matters when concerns about the potential for PP/FII emerge, avoiding the need to escalate these through child safeguarding arrangements, unless absolutely necessary.

Children Absent from Education

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

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

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

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



Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is categorised as procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

For Government guidance on forced marriage go to www.gov.uk/forced-marriage

The 'One Chance' rule

As with FGM there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.



Gangs and Youth Violence

Being part of a friendship group is a normal part of growing up and it can be common for groups of children and young people to gather together in public places to socialise. Belonging to such a group can form a positive and normal part of young people's growth and development. These groups should be distinguished from 'street gangs' for whom crime and violence are a core part of their identity, although 'delinquent peer groups' can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang.

Overall, children particularly vulnerable to suffering harm in the gang context are those who are:

- not involved in gangs, but living in an area where gangs are active;
- not involved in gangs, but at risk of becoming victims of gangs;
- not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members; or
- gang-involved and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation and risk of attack from own or rival gang members).

Young people who become involved in gangs and commit violent crime as a result of this involvement have significant needs themselves. They should be held responsible for their actions and harmful behaviour but practitioners also have a responsibility to safeguard and promote the welfare of these young people and to prevent further harm both to themselves and to other potential victims.

There are a number of areas in which young people are put at risk by gang activity both through participation in and as victims of gang violence. Safeguarding procedures can provide a key tool for all agencies working with young people to assist them when working together to prevent young people from being drawn into gangs, to support those who have been drawn into the margins of gangs; and to protect those who are at immediate risk of harm either as members or victims of gangs.

Potential signs of involvement in gangs

Many of these factors are normal adolescent behaviour and, indeed, many gang symbols and patterns of speech have been adopted more widely by young people who are not in gangs, but they may be useful in identifying concerns prior to referral and should be taken into account during a robust assessment. Parents or other practitioners involved with the family may be best placed to recognise these signs. These may include:

- child withdrawn from family;
- sudden loss of interest in school. Decline in attendance or academic achievement;
- started to use new or unknown slang words;
- holds unexplained money or possessions;
- stays out unusually late without reason;
- sudden change in appearance – dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour;



- dropped out of positive activities;
- new nickname;
- unexplained physical injuries;
- graffiti style 'tags' on possessions, school books, walls;
- constantly talking about another young person who seems to have a lot of influence over them;
- broken off with old friends and hangs around with one group of people;
- increased use of social networking sites;
- started adopting certain codes of group behaviour e.g. ways of talking and hand signs;
- expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- scared when entering certain areas; and
- concerned by the presence of unknown youths in their neighbourhoods.

Gender-based Violence / Violence Against Women and Girls (VAWG)

"Gender-based violence is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society." (Bloom 2008).

This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity, for example because they have sex with men. Men can also become victims of violence in the family – by partners or children. However, it has been widely acknowledged that the majority of persons affected by gender-based violence are women and girls, as a result of unequal distribution of power in society between women and men. Further, women and girls victims of violence suffer specific consequences as a result of gender discrimination.

See the domestic violence section for support helplines.

Honour-based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

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

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:



- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

Warning signs of honour-based violence:

- Broken communication between victim and friends
- Absence from education/the workplace
- Criticism of the victim for 'western' adoption of dress/make-up
- Restrictions in leaving the house or being accompanied outside the home
- Depressive or suicidal tendencies in an otherwise happy person.

Upskirting

Upskirting is a criminal offence. It typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Private Fostering

Private fostering is when a child or young person aged under 16 (or under 18 if they are disabled), is cared for and provided with accommodation for 28 days or more by an adult who is not a close relative. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, great aunt/uncle or a family friend. Schools have a duty to report such an arrangement to ensure children are kept safe.

Private fostering covers a diverse range of situations. Here are some of the most common:

- Children sent to this country for education or health care by birth parents living overseas.
- Children living with a friend's family as a result of parental separation, divorce or arguments at home.
- Teenagers living with a family of a boyfriend or girlfriend.
- Children whose parents' study or work involves unsociable hours, which make it difficult for them to use ordinary day care or after school care.

Although it is a private arrangement there are certain duties and responsibilities under the Children Act 1989 and 2004, to ensure that children who are privately fostered are protected. It is the job of Gloucestershire's Children & Young People's Directorate to check that these regulations are being observed.

The law requires that the directorate makes regular visits to ensure that children are safe and well cared for, and that advice is available to those caring for them. They have to check various aspects of the fostering arrangements, including undertaking safeguard checks on the carers, and assessing whether or not they find the arrangement acceptable. The Children & Young People's Directorate has the power to stop a person from private fostering if the carer is not



suitable, or the accommodation is not suitable. Alternatively, if they consider something is particularly unsatisfactory, they can make it a requirement that the carer take action to remedy the problem.

If you have concerns about a child being privately fostered, or you wish to clarify the rules and regulations you can contact a private fostering social worker on 01242 532613 or email private.fostering@gloucestershire.gov.uk or visit www.gloucestershire.gov.uk/privatefostering.

Homelessness

The DSL and deputies will be aware of the contact details and referral routes in the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

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

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

Radicalisation and The Prevent Duty

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Department for Education has published The Prevent Duty departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. ‘Channel’ is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.



A short general awareness course online can be accessed here:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Further information about the Channel panels can be accessed here:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

Children and young people may take part in sexting because they:

- feel like 'everyone else is doing it' and want to fit in with friends - especially if they are boasting about sending or having photos on their mobile phone;
- worry about being seen as 'not sexy', 'frigid' or 'shy' and go along with things they are uncomfortable with;
- feel under pressure to sext as a way of 'proving' their sexuality;
- feel harassed, threatened or blackmailed into sending pictures;
- feel it's easier just to 'give in' to somebody who keeps asking for things;
- think they 'owe' it to their boyfriend or girlfriend or are made to feel guilty if they don't do what is asked;
- are in love with the person and trust them completely and feel like it is okay;
- have a long distance or online relationship with someone and want to have a sexual relationship with them;
- feel proud of their body and want to share it with other people.

The ChildLine website contains valuable information for children and young people who feel pressured into sexting: <https://www.childline.org.uk/explore/onlinesafety/Pages/Sexting.aspx>

The NSPCC has information to help parents talk to their children about sexting:
<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Operation Encompass

Operation Encompass is a project in Gloucestershire which is run in partnership with Gloucestershire County Council, Gloucestershire Safeguarding Children Board and Gloucestershire Police. The project aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.



Following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe In Education 2024). As part of Andoversford Primary School's 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 Body/Proprietor 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.

Trafficking

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another or even from one street to another.

Signs of child trafficking

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves his/her house, has no freedom of movement and no time for playing
- is orphaned or living apart from his/her family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice



- has no documents or has falsified documents
- has no access to his/her parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of his/her earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

It is important to remember that children who have been trafficked may find it hard to understand that what is happening is abuse - especially if they have been groomed. Victims of grooming may believe they are in a relationship with their abuser(s) and be unaware that they are being exploited. Children may not understand that trafficking is child abuse and that they've done nothing wrong. They might think they played a part in their abuse or they're guilty of breaking the law.

The NSPCC website states that "children who have been trafficked may find it difficult to tell anyone what's happened to them. They may also tell their stories with obvious errors, inconsistencies or a lack of reality."

Children are often too scared to speak out. They may be frightened of:

- what will happen to themselves, their friends and their family
- all adults and authorities
- being prosecuted for a crime
- being returned to their home country where their situation may be even worse
- Juju or witchcraft rituals performed during their experiences
- judgement from their community and families

They may also feel very guilty or ashamed about the abuse they've suffered.

Some traffickers compose stories for victims to learn in case they are approached by the authorities.

If a child is suffering from Post-Traumatic Stress Disorder (PTSD) they may have difficulty in recalling details or have blanks in their memory.

Reporting concerns about trafficking: If a UK agency or organisation thinks a child has been trafficked they should follow their own child protection procedures to ensure the child's safeguarding needs are assessed and addressed. They should also report their concerns to a first responder for the National Referral Mechanism (NRM) such as the [NSPCC's Child Trafficking Advice Centre](#).



Further Advice, Support and Information is available from:

NPCC: [When to call the police](#)

NSPCC: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

[NSPCC - Domestic-abuse Signs Symptoms and Effects](#)

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

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

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

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

Childnet International making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

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

GSCP: [Gloucestershire Safeguarding Children Partnership](#)



Appendix 5: Gloucestershire Procedures

The Gloucestershire NHS Integrated Care Board, Constabulary and Local Authority have a shared and equal duty, under Working Together to Safeguard Children 2023 Statutory Guidance (WT2023), to ensure that collectively their own organisations as a whole and any agency with a function relating to children, referred to as Relevant Agencies, operating in the county work together effectively to keep children safe.

Gloucestershire's Safeguarding Children Partnership outlines the processes and procedures for practitioners in Gloucestershire to follow. There is a wealth of professional resources, advice and templates available on their website:

[Gloucestershire Safeguarding Children Partnership | Gloucestershire Safeguarding Children's Partnership](#)



Appendix 6: DSL Job Description

Andoversford Primary School

DSL or Deputy DSL Job Description

At Andoversford Primary School, the Designated Safeguarding Lead (DSL) is the Head Teacher. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. 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. At Andoversford Primary School we have one member of staff who can act as Deputy DSL in the absence of the Head Teacher. Deputy DSLs have the same level of training as the DSL.

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.

Working with others

The designated safeguarding lead is expected to:

- 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;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

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

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read



and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role 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;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- 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, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college'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 or college in this; and
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a



child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college 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 and colleges, working with the designated safeguarding lead, to define what "available" means. At Andoversford, we consider availability through phone or virtual communication acceptable if the DSL is not on site.

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