



# **Innsworth Schools Partnership Safeguarding (Child Protection) Policy**

**Ratified: September 2025**

**Review: September 2026**

**This policy should be read in conjunction with:**

**Safer Recruitment Policy  
Conduct Policy (Whistle Blowing)  
Behaviour Policy  
Equalities Policy  
Anti-Bullying Policy  
Acceptable Use Policy  
Children Missing in Education Policy  
Medical Policy**

## Legal framework

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

### Legislation

1. Children Act 1989
2. Children Act 2004
3. Safeguarding Vulnerable Groups Act 2006
4. The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
5. Sexual Offences Act 2003
6. Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
7. Equality Act 2010
8. Counter-Terrorism and Security Act 2015
9. The UK General Data Protection Regulation (UK GDPR)
10. Data Protection Act 2018
11. The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
12. Voyeurism (Offences) Act 2019
13. Domestic Abuse Act 2021

### Statutory guidance

1. HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
2. HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
3. HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
4. DfE (2025) 'Keeping Children Safe in Education 2025'
5. DfE (2023) 'Working Together to Safeguard Children'
6. DfE (2015) 'The Prevent duty'
7. DfE (2018) 'Disqualification under the Childcare Act 2006'

### Non-statutory guidance

1. DfE (2015) 'What to do if you're worried a child is being abused'
2. DfE (2018) 'Information sharing'
3. DfE (2017) 'Child sexual exploitation'
4. DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
5. DfE (2021) 'Recruit teachers from overseas'
6. DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

# **Safeguarding Policy for Innsworth Schools' Partnership**

## **Child Protection Statement**

At Innsworth Schools Partnership we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

We have a team with two designated safeguard leads, one for each school, and two deputy designated safeguard leads. We are committed to supporting the provision of early help.

## **Designated Safeguarding Lead - Infant**

Deputy Headteacher: Lucy Monk

## **Designated Safeguarding Lead – Junior**

Deputy Headteacher – Kirsten Schofield

## **Deputy Designated Safeguarding Leads (DSLs)**

Executive Headteacher – Marcella Scoles and Special Educational Needs Coordinator Anna Bevan  
– There are job descriptions in place clarifying DSL responsibilities.

We have a nominated and trained Governor responsible for safeguarding and child protection.

## **Nominated Governor**

Emma Brightwell/Rachel Faux

**Our policy applies to all staff, governors and volunteers working in the partnership and all children and families using our services.**

**Safeguarding** and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

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

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. There is a requirement that all staff are aware and comply with 'Keeping Children Safe in Education' (Sept 2023)

**Child** refers to all young people who have not yet reached their 18th birthday. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

At Innsworth Schools' Partnership, children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The main elements to our policy are:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- 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.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

- Ensure we have a designated safeguarding lead (DSL) who has received appropriate training and support in this role. Training for DSL and Deputy DSLs is updated every two years.
- Ensure we have a nominated governor responsible for child protection who has received the appropriate training.
- Ensure every member of staff (including temporary, supply staff and volunteers) and Governing Body knows the name of the DSL and have received a safeguarding induction in the first 7 days of employment.
- Ensure the governing body have a clear understanding of their safeguarding responsibilities including those relating to child-on-child abuse. They should test and assure themselves that the safeguarding policies and procedures in place are effective and support a robust, whole school approach to safeguarding.
- Ensure that **ALL** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and is regularly updated
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL. All staff receive Child Protection Training, provided by GSCP at least every three years with further relevant updates to procedures as required.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations.
- 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.
- Use CPOMS (Child Protection Online Management System) to keep timely written records of concerns about children, even where there is no need to refer the matter immediately.
- Use CPOMS to ensure all records are kept securely online with a double lock access system.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (use GSCP Allegations Management Procedures).
- Ensure safe recruitment practices are always followed and safer recruitment training is available for staff and governors who are involved in the recruitment process (Safer Recruitment Policy 2022).
- Ensure all staff have read and understood the most recent Keeping Children Safe in Education part 1 and Annex B
- Maintain awareness of safeguarding issues and pastoral concerns by having a standing item on staff meeting and FGB agendas.
- Ensure a comprehensive offer of early help
- The partnership assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.
- A Wellbeing and Support Team (WaST) meet regularly to review the pastoral and safeguarding needs and provision for children in the partnership.
- At Innsworth Schools' Partnership, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Staff need to be aware that female genital mutilation is still practiced in some cultures. A request for a long leave of absence together with any talk surrounding becoming a woman should raise a possible concern.

### **Early Help**

To ensure that all of our pupils receive equal protection, reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff, we will give special consideration to children who are:

- is disabled or has certain health conditions and has specific additional needs; Have mental health needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol 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.

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

- The content of the PSHE curriculum supported by additional resources from Gloucestershire Healthy Living and Learning (GHLL)
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred. (See Positive Behaviour Policy).
- Liaison with other agencies that support the pupil such as social services, Children and Young Peoples Services, Adult Mental Health Service, Education Welfare Service, Family Information Services and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- We also request the transfer of records from previous settings using the letter and form in the appendix of this policy.
- Securing permission to share information wherever possible and passing on all pastoral information to the next school when children move on.

#### **All staff have a responsibility to:**

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases. Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm. Teachers, including the headteacher, have a responsibility to: ☐ Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

### **The governing board has a duty to:**

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.

- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Online dangers include disinformation, misinformation and conspiracy theories.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.



- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

### **The Executive Headteacher has a duty to:**

Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.

Provide staff with the appropriate policies and information upon induction.

### **The DSL has a duty to:**

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. Availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSCS where abuse and neglect are suspected,
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the executive headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff or individuals using school premises out of school hours
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety. Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Ensure that all staff understand the process for filtering and reporting concerns when working online
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- Ensuring that the school knows which pupils have or had a social worker.
- Understanding the academic progress and attainment of these pupils.
- Maintaining a culture of high aspirations for these pupils.
- Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT. Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared. Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping. The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

## **Definitions of Abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

in a child.

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

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

**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.

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the [TES website](#) and on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Bullying, including cyberbullying
- Children and the court system
- Children missing education
- Children missing from home or care
- Children with family members in prison
- Child sexual exploitation
- Child Criminal exploitation
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness

- Faith abuse
- Female genital mutilation
- Gender-based violence
- Hate
- Homelessness
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment between children
- Sexting
- So-called “honour-based” abuse
- Trafficking
- Gangs and youth violence
- “Upskirting”

The school uses staff meetings and briefings to keep up to date with relevant issues and current best practice. All staff are kept aware of organisations who can offer advice and support and encouraged to use the GSCE safeguarding handbook.

### **Further information on Specific Issues**

#### **Child on Child Abuse**

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Behaviour incidents which could be part of a pattern on child-on-child abuse should be recorded on CPOMS using an ABC structure (antecedence, behaviour, and consequence). This will enable the safeguarding team to identify issues and put in appropriate support plans following advice from GSCP.

Staff should be aware of the importance of ensuring children understand that the law on child-on-child abuse is there to protect them rather than criminalise them

#### **Child Sexual Exploitation**

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;

- Exclusion or unexplained absences from school, college, or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly in residential care & those with interrupted care histories); and
- Sexual identity.

More information can be found in CSE Definition and a guide for practitioners (DfE 2017)  
Information about Child Criminal Exploitation can be found in KCSIE (2021) page 125.

### **Female Genital Mutilation**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM (Female Genital Mutilation) typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### **Honour Based Abuse**

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **Domestic Abuse**

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;

- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional, or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### **Innsworth Schools' Partnership Gloucestershire Encompass Commitment**

As part of Innsworth Schools' Partnership'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 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.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

### **Mental Health Awareness**

All staff Innsworth Schools Partnership are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, action should be taken by speaking to the designated safeguarding lead or a deputy and the behaviours or comments leading to the concern should be logged on CPOMS.

### **Children Absent from Education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay (see attendance policy).



We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education the partnership in conjunction with Gloucestershire Local Authority has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

### **Prevent Duty**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups



- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Safeguarding for SEND (Special Educational Needs or Disabilities)**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

- These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Innsworth Schools' Partnership we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. This is monitored by the SENCO and WaST.

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **Concerns and Allegations**

At Innsworth Schools' Partnership we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the executive headteacher without delay; any concerns about the executive headteacher should go to the Chair of Governors who can be contacted by email: [chair@innsworth.gloucs.sch.uk](mailto:chair@innsworth.gloucs.sch.uk). Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the executive headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or because of vetting checks undertaken.

The executive headteacher must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 800 5000.

### **Allegations**

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

## **Low-level Concerns**

A low-level concern is a concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school to refer to the local authority.
- 

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse

Example behaviours 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

All low-level concerns are reported to the executive headteacher

If the former, then the DSL should inform the headteacher of all the low-level concerns in a timely fashion.

The executive headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that they may wish to consult with the DSL and take a more collaborative decision-making approach.

If schools are in any doubt as to whether a low-level concern meets the harm threshold, they should consult their LADO.

If the concern has been raised via a third party, the executive headteacher/should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

## APPENDIX

**Overview of Procedures – For specific ‘live’ guidance please refer to The Gloucestershire Safeguarding Children’s Board Safeguarding Handbook.**

[http://www.GSCE.org.uk/media/1204/dcpo\\_handbook\\_version\\_live10\\_-jan\\_16-31580.pdf](http://www.GSCE.org.uk/media/1204/dcpo_handbook_version_live10_-jan_16-31580.pdf)

### **Action to take if child abuse is suspected**

Any suspicions of abuse must be reported to the designated safeguarding lead (DSL) at school.

### **Action to take if a child reveals information involving any form of abuse**

Take what the child says seriously.

React calmly because over-reacting can frighten the child and compound feeling 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 what will happen next as early as possible.

Check your understanding with the child of what has happened if you are unclear as to what he/she is telling you.

Keep questions to a minimum and never lead the child as leading questions may invalidate the child’s testimony in court.

Use the words the child uses.

Record your conversation with the child as soon as possible after the event.

### **DO NOT:**

Promise the child that you will not tell anyone else. Instead explain that to help them stop the abuse you will need to talk to the designated safeguarding lead (using their name).

### **Alleged Child Abuse by Parent:**

Once suspected abuse has been brought to the DSL’s attention, they will look into the matter by:

- Discussing any known marks with the child [if marks on the body are the reason for suspicion].
- Contacting the parents if suspicions about marks on body are justified or a child’s conversation has aroused concerns about inappropriate adult behaviour.
- Contacting the CYPD (Children’s Helpdesk on 01452 426565) if belief that suspicions/information is well founded and act on their instructions.
- If uncertain then by monitoring the situation and recording dates, times, incident, situations/environment, who said what in quotes.

### **Alleged Child Abuse by Member of Staff:**

Any adult in school suspecting child abuse by a member of staff should:

- Inform the executive headteacher immediately
- The executive headteacher will contact the MASH/Front Door on 01452 426565 and act on their instructions.
- The executive headteacher will contact the LADO (Local Authority Designated Officer – Nigel Hatton or Steph Power 01452 426994)
- The executive headteacher will inform the Chair of Governors

### **Alleged Child Abuse by the Headteacher:**

This should be reported to the Chair of Governors or the designated governor who has responsibility for safeguarding. He/she would then contact the LADO (Local Authority Designated Officer) on 01452 426994.

Innsworth Infant School  
Luke Lane  
Innsworth  
Gloucester GL3 1HJ

Telephone: (01452 730780)  
Email: [admin@innsworthinfant.gloucs.sch.uk](mailto:admin@innsworthinfant.gloucs.sch.uk)  
Website: [www.innsworthinfant.org.uk](http://www.innsworthinfant.org.uk)

Executive Headteacher:  
Mrs. Marcella Scoles BA (HONs), PGCE, NPQH



Innsworth Junior School  
Rookery Road  
Innsworth  
Gloucester GL3 1AX

**For the attention of the Designated Safeguarding Lead**

<<Date>>

Dear Sir/Madam

**Child Protection/Safeguarding Records**

In accordance with the Education Child Protection procedures, you are required to pass on any safeguarding records you may have on any pupils joining a new school/college. I attach details of the pupil(s) who left your school to join the Innsworth Schools' Partnership.

Please use the attached form to indicate whether there is any Child Protection or safeguarding documentation for each pupil and please return this sheet with any relevant paperwork either by confidential email, CPOMS transfer, or in a sealed envelope marked "strictly confidential." Any records passed onto me will be kept confidentially within our Child Protection Online Management System (CPOMS) in accordance with the Education Child Protection procedures.

I would appreciate a response to this request as soon as possible.

Please do not hesitate to contact me should you wish to discuss this further or to add any extra information to the records you have.

If there is no documentation, please can you just return the form via email to [head@innsworthinfant.gloucs.sch.uk](mailto:head@innsworthinfant.gloucs.sch.uk)

Yours sincerely

*Marcella Scoles*

**Marcella Scoles**  
**Executive Headteacher**

**Innsworth Infant School**

Luke Lane  
Innsworth  
Gloucester GL3 1HJ

Telephone: (01452 730780)

Email: [admin@innsworthinfant.gloucs.sch.uk](mailto:admin@innsworthinfant.gloucs.sch.uk)

Website: [www.innsworthinfant.org.uk](http://www.innsworthinfant.org.uk)



**Innsworth Junior School**

Rookery Road

Innsworth

Gloucester GL3 1AX

**Executive Headteacher:**

**Mrs. Marcella Scoles B.A (Hons), PGCE, NPQH.**

Please return to: [head@innsworthinfant.gloucs.sch.uk](mailto:head@innsworthinfant.gloucs.sch.uk)

Marcella Scoles

Executive Headteacher

Deputy Designated Safeguarding Lead

At either address above

**Child Protection/Safeguarding Records**

Name of Pupil: .....

Does this pupil have Child Protection or safeguarding documentation?    Yes/No

Form completed by: .....

Signature: .....

Date: .....

Print Name: .....

Position Held: .....

School: .....