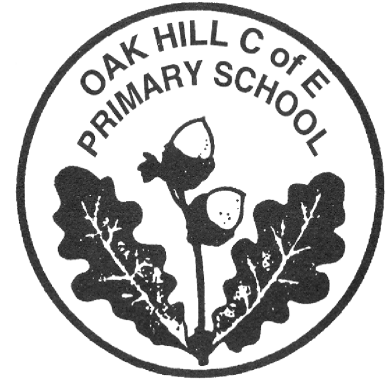


Oak Hill CE Primary School
Child Protection / Safeguarding Children
Policy

This policy was written in consultation with staff and governors

Agreed by Governors: February 2024

Review Date: Annually – September 2024



Contents

1	Introduction
2	Mission Statement
3	Statutory framework
4	Stakeholder responsibilities
5	Child abuse
6	Safeguarding / Child Protection Procedures
7	Identification of concerns
8	Procedure to be followed if an adult has concerns about a child
9	Anti-Bullying
10	Racist Incidents
11	Procedure where Honour Based Violence, Forced Marriage, Female Genital Mutilation is suspected/alleged
12	Procedure where Female Genital Mutilation is suspected/alleged
13	Child Sexual Exploitation (CSE)
14	Child Exploitation (CE), including Child Criminal Exploitation (CCE)
15	Domestic Abuse
16	Homelessness
17	The Sharing of Nudes or Semi-Nudes or Sexting
18	Child on Child Abuse
19	Gender Identity and Sexuality
20	Violence against Women and Girls (VAWG)
21	Radicalisation
22	Prevent
23	Trafficking
24	Gangs and Youth Violence
25	Safer Working Practice
26	Whistle Blowing

27	Physical restraint
28	Children Missing in Education
29	Medication
30	Online Safety
31	Allegations against staff
32	Staff Training
33	Confidentiality
34	Support for Pupils
35	Recruitment and Retention
36	Pupils Staying with Host Families
37	Use of Premises
38	Oak Hill's Offer of Early Help
39	Some useful information and contacts
40	Monitoring & Review
41	Acronyms

Appendix 1: Categories of Abuse and Indications of Harm

Appendix 2.1: FGM

Appendix 2.2: Preventing Radicalisation

Appendix 2.3: Mental Health

Appendix 3: Safer Recruitment Policy

Oak Hill CE Primary School fully recognises its responsibilities for child protection and the safeguarding of pupils. This policy applies to all staff, governors and volunteers working in the school.

Other school policies are referred to in this policy and links are provided to each. Copies of our policies can be found on [our school website](#) and can also be obtained from the school office.

1 Introduction

1.1 This policy provides guidance on how we ensure high quality safeguarding at Oak Hill Church of England Primary School in all aspects of school life

1.2 If you have a concern, you **must** contact the school's Designated Safeguarding Leader (Head Teacher) or one of our Deputy Safeguarding Leads and ensure your concern is clearly reported in a timely manner on the school's safeguarding software known as 'My Concern'.

If these individuals are unavailable, staff should contact our Safeguarding Governor (Katy Beattie) or call the Gloucestershire County Council Safeguarding helpdesk on 01452 42 65 65. In an emergency always call 999.

Safeguarding is the responsibility of everyone at Oak Hill Church of England Primary School.

If you have a concern, share it.

1.3 Statutory Guidance

In September 2023, the Department for Education updated the statutory guidance on safeguarding known as 'Keeping Children Safe in Education' (KCSIE). This policy should be read in conjunction with this statutory guidance.

In December 2023, the Government updated the statutory guidance on multi-agency working to help, protect and promote the welfare of children known as 'Working Together to Safeguarding Children' ('Working Together'). This policy should be read in conjunction with statutory guidance.

1.4 KCSIE (September 2023) [can be found here](#) and Working Together (December 2023) [can be found here](#).

1.5 A summary of KCSIE for staff [can be found here](#).

1.6 Gloucestershire County Council's Safeguarding Children Partnership (GSCP) website [can be found here](#).

The GSCP safeguarding procedures manual [can be found here](#).

1.7 This policy has been developed in accordance with the principles established by the following:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Gloucestershire Safeguarding Children Partnership
- Keeping Children Safe in Education (KCSIE September 2023).

- Working Together to Safeguard Children (December 2023)
- Child Sexual Exploitation (Definition and a guide for practitioners, local leaders and decision makers working to protect children from Child Sexual Exploitation (February 2017)
- PREVENT strategy June 2015
- The Human Rights Act 1998
- The Equality Act 2010
- Public Sector Equality Duty.

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

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 statutory guidance: 'Working together to safeguard children' (DfE 2023) and 'Keeping children safe in education' (DfE 2023).

This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Partnership.

1.9 The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school.

Our children have the right to protection, regardless of age, gender, race, culture or disability.

They have a right to be safe; and feel safe, secure and listened to in our school.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of all children as individuals.

2 Mission Statement

2.1 Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.

2.2 Establish and maintain an environment where children are encouraged to talk, and are listened to when they have a worry or concern. Ensure children know they can approach staff if they are worried.

2.3 Establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and wellbeing of a child.

2.4 Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.

2.5 Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.

2.6 Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum. Ensure our children are equipped with the skills they need to keep themselves safe.

2.7 Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person's well-being (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).

2.8 To ensure that we have suitable staff working within our school by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.

2.9 Ensure all staff members maintain an attitude of 'it could happen here' where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.

2.10 To ensure that within our school there is an understanding that safeguarding is the responsibility of EVERYONE.

If at any point there is immediate risk of serious harm to a child a referral must be made to social care immediately or dial 999. Anybody can make a referral.

2.11 In our school, we respect our children. The atmosphere within our school encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

2.12 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

2.13 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

2.14 The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support.
- What constitutes sexual harassment and sexual violence and why they are always unacceptable.

3 Statutory Framework

3.1 In order to safeguard and promote the welfare of children, we will act in accordance with all relevant legislation and statutory guidance.

3.2 Working Together to Safeguard Children (DfE 2023) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Partnership.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Successful outcomes for children depend on strong multi-agency partnership working across the whole system of help, support and protection. This includes effective work by all agencies and organisations with parents, carers and families.

The best outcomes for children and their families occur when all adults around them (parents, carers, families, individuals, agencies and organisations) work together, valuing the importance of building positive, trusting and co-operative relationships to deliver tailored support to families across a range of roles and activities.

Our school provides help, support and protection to our pupils and their families in many ways which are outlined in this policy. The three ways we do this are:

- Early Help
- Safeguarding and promoting the welfare of children
- Child protection

3.3 Furthermore, Keeping Children Safe in Education (DfE September 2023) places the following responsibilities on all schools:

- **Schools should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP).**
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (**of which all staff are aware**) for handling suspected cases of abuse of pupils, **including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.**
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, September 2023) as Designated Safeguarding Lead, should have responsibility for coordinating action within the school and liaising with other agencies

- **Staff with the designated safeguarding lead responsibility should undergo updated child protection training every two years.**

3.4 Keeping Children Safe in Education (DfE September 2023) also states:

- Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (our staff code of conduct).
- Both should be provided to all staff – including temporary staff and volunteers – on induction.
- The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the GSCP, be updated annually, and be available publicly either via the school or college website or by other means.

4 Stakeholder Responsibilities:

Governing Board Responsibilities

4.1 The Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Teacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full Governing Board. This is always a different person from the DSL, To make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - This policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.
- All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:
 - Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
 - Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the Head Teacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

Safeguarding Lead / Deputies' Responsibilities

4.2 The Designated Safeguarding Lead for Child Protection and Safeguarding (DSL) in our school is the Head Teacher, Adam Greaves head@oakhill.gloucs.sch.uk

The Deputy Designated Safeguarding Leads for Child Protection and Safeguarding (DDSL) are Jason Avars javards@oakhill.gloucs.sch.uk and Jacqui Edwards jedwards@oakhill.gloucs.sch.uk.

The Governor responsible for Child Protection and Safeguarding is Katy Beattie kbeattie@oakhill.gloucs.sch.uk.

4.3 The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.

4.4 A key role of the DSL is to be fully conversant with the procedures of the Gloucestershire Safeguarding Children's Partnership (GSCP), and to ensure that the school takes action to support any child who may be at risk. The DSL must also make sure that all staff are aware of their responsibilities in relation to child protection.

The DSL will work closely with other agencies as appropriate, as well as the GSCP, when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

4.5 The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare 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.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.

The DSL will also:

- Keep the Head Teacher (and other DSL trained staff) informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with Police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search.

Staff Responsibilities:

4.6 The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems, which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable.

4.7 All staff have a responsibility to report to the DSL any concern they have about the safety of any child in their care. All concerns are to be completed by the individual member of staff using My Concern. My Concern forms should be completed with all relevant details and they are automatically passed to the DSL/DDSL immediately.

Should any confidential information be held concerning any pupil their attainment record will be annotated with a coloured dot so that any member of school staff looking at these records will become aware of additional information. This information will be held confidentially by the DSL and SENCO.

4.8 All staff will be informed of any vulnerable pupils (these are identified using the suggested list within the OFSTED evaluation schedule), specifically within the class they work with but also within the school.

4.9 Staff have awareness training updated every year to ensure they are updated with relevant information regarding forms and evidence of abuse and safeguarding procedures. Staff have been provided access to copies of relevant documentation e.g. Working together to Safeguard Children 2023 and Keeping Children Safe in Education 2023 and are required to sign a document to acknowledge they have read these.

4.10 Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).

4.11 All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and Deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online

- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children and provide a safe space for pupils who are LGBT to speak out and share their concerns.
- What to look for to identify children who need help or protection.

5 Child abuse

5.1 Definition of terms:

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5.2 Child abuse takes a variety of forms (see appendix 1 for signs and indicators)

- **Physical abuse** involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
- **Sexual abuse** involves forcing or enticing a child into sexual activities, whether the child is aware what is happening. This includes non-contact situations, such as showing children pornography.
- **Emotional abuse** is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
- Abuse can also take the form of **neglect**. This could involve failure to provide proper food and warmth, but it might also be failure to nurture the emotional well-being of the child. Staff may use the Gloucestershire Quality of Care toolkit to support understanding and assess level of need.
- **Compromised Care:** Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken.

Compromised care may arise due to:

 - Domestic Violence and Abuse: This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of sexuality (Department of Health 2005). It occurs across the whole of society regardless of race, ethnicity, religion, social class, age, income and where a person

lives. We are aware that witnessing domestic violence and abuse constitutes harm to a child or young person.

- Mental illness of parent or carer: If a parent or carer has a mental illness, it is important not to make assumptions or generalise. However, assessment is important as there may be times that because of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm.
- Drug or alcohol misuse of parent or carer: If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways.
- Learning disability of parent or carer: If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input into assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children.
- Fabricated or induced illness (FII): Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
- Persistent offending behaviour of parent or carer: If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

5.3 Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This includes Thrive, Therapeutic Gardening and class pastoral support.

Any abuse involving pupils with SEND will require close liaison with the DSL (or Deputy) and the SENCO.

5.4 Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

5.5 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school Head Teachers

We have appointed a designated teacher, the SENCO, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school Head Teachers to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6 Safeguarding / Child Protection Procedures

6.1 We will follow the safeguarding procedures defined in the GSCP online manual which can be found on the [GSCP website](#) (as referred to above at paragraph 1.6) or in the appendix to this policy.

We will also take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure that a Single Central Record of staff DBS checks is kept up-dated regularly.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior lead responsible for child protection and their role.
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents understand the responsibility placed on the school and staff for child protection by setting out their obligations in the school prospectus
- Notify the relevant social worker if there is an unexplained absence of a pupil who has a Child Protection Plan.
- Ensure that the Audit of Safeguarding Children is accurately completed. The school aims to achieve Level 1 or 2.
- 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.
- Keep written records of concerns about children, even when there is no need to refer to the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure safe practices are adhered to for all pupils travelling on council arranged transport.
- Maintain good communication with the school transport provider in case there are any concerns relating to a child's safety whilst travelling to school and back home.

7 Identification of concerns

7.1 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 the children to develop the skills they need to recognise and stay safe from abuse.

8 Procedure to be followed if an adult has concerns about a child

8.1 If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Use My Concern to record your concern <https://www.thesafeguardingcompany.com/myconcern/> .
- Alternatively, if appropriate, make a referral to children's social care and/or the Police directly, and tell the DSL as soon as possible that you have done so.
- Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

- Bear in mind that some children may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful.
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

8.2 Any action taken by the named DSL when dealing with an issue of child protection must be in accordance with the procedures outlined in the LA's Child Protection guidelines.

All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on.

If a child alleges abuse, the school will usually make a referral to the LA without first informing parents. However, in some circumstances parents will be informed first.

If a referral is made, a case conference is likely to be called. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.

If a member of staff thinks a child or young person is at immediate risk of significant harm, they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999.

Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

9 Anti-Bullying

Our school policy on anti-bullying is set out in our [Anti-bullying and Hate Policy](#). This acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

We recognise that to successfully deal with bullying we:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously

and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable.
- Use specific organisations or resources for help with problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils.
- Work with the wider community such as the Police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success - celebrating success is an important way of creating a positive school ethos around the issue.

Our Anti-Bullying and Hate Policy [can be found here](#).

10 Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Our Anti-Bullying and Hate Policy [can be found here](#).

11 Procedure where Honour-Based Violence and/or Forced Marriage is suspected/alleged

Honour-based violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

12 Procedure where Female Genital Mutilation is suspected/alleged

Female Genital Mutilation (FGM) is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged FGM has happened or there is an immediate risk to a child the procedures to follow are:

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Teachers must immediately and personally report the matter to the Police.

This is a legal requirement for teachers. As a mandatory statutory duty it cannot be passed to another person, including the DSL.

Teachers must take personal responsibility for reporting to the Police and following our safeguarding processes.

Teachers will face disciplinary sanctions if they fail to meet these responsibilities.

Unless they have been specifically told not to disclose, teachers should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is **at risk of FGM or FGM is suspected but is not known to have been carried out**.

Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

13 Child sexual exploitation (CSE) and Child Exploitation (CE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If you suspect or it is alleged that any of the above has happened, or there is an immediate risk to a child, please follow the same procedure under 'Procedure to follow if adults have concerns' at paragraph 8 above.

Remember:

If a member of staff thinks a child or young person is at immediate risk of significant harm, they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999.

Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

14 Child Exploitation (CE), including Child Criminal Exploitation (CCE)

Child Exploitation, or CE is a term which encompasses all the ways by which children and young people can be exploited. It includes Child Sexual Exploitation (CSE) and criminal exploitation.

The exploitation of children is an issue which is gaining more of a national focus and is closely related to County Lines, and other ways children and young people are drawn into drugs-related criminal activity. Gloucestershire has a CE Screening Tool to support DSL and Safeguarding teams.

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they must record on My Concern and discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

15 Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse.

It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the Police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This process is known as [Operation Encompass](#) and is used by Police in Gloucestershire.

The DSL will provide support according to the child's needs and update records about their circumstances.

16 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

17 Sharing of nudes and semi-nudes

The sharing of nudes and semi-nudes or 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. 'Sexting' is often seen as flirting by children and young people who feel that it's a part of normal life.

NSPCC online information www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/

Where staff have concerns regarding a child accessing or sending images, they should contact the DSL immediately for further advice and record on My Concern

18 Child on Child Abuse

18.1 Allegations of abuse made against other pupils

We recognise that children can abuse other children.

Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. We recognise that even if there are no reported child on child abuse cases, such abuse may still be taking place and it is simply not being reported.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn’t have an overt element of victimisation or abuse.

18.2 Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil you must:

- Record the allegation using My Concern and tell the DSL, but do not investigate it.

- The DSL will contact the local authority children’s social care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Add further details here depending on your school’s procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other children affected.

18.3 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys. We recognise that it is more likely that girls will be the victims and boys perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils can easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- * Children can show signs or act in ways they hope adults will notice and react to
 - * A friend may make a report
 - * A member of staff may overhear a conversation
 - * A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - The importance of explaining to children that the law is in place to protect them rather than criminalise them.
 - The importance of understanding intra-familial harms and any necessary support for siblings following incidents.
 - This school will consider the school bus/taxi as a potentially vulnerable place for victim(s) and alleged perpetrator.
 - That a child harming a child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.
 - The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should **always record** their concerns on My Concern and speak to the DSL if they are worried about a child

The DSL will take the lead role in any disciplining of the alleged perpetrator(s).

We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the Police.

The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly.

We will consider these matters on a case-by-case basis, considering whether:

- Acting would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

19 Gender Identity and Sexuality

We believe that Relationship and Sex Education should meet the needs of all pupils regardless of their developing sexuality and gender identity and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The school liaises with parents on this issue to reassure them of the content and context.

20 Violence against Women and Girls (VAWG)

If professionals become aware that a child is being subjected to violence, they should always follow their child protection process. Professionals should note that male victims will receive the same access to protection.

21 Radicalisation

21.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Although serious incidents involving radicalisation have not occurred at Oak Hill CE Primary School to date, we will be constantly vigilant and remain fully informed about the issues which affect the wider community.

Staff are trained to understand that instances of radicalisation 'could happen here' and to refer any concerns to the DSL and all staff have completed basic training from the college of policing relating to the PREVENT strategy.

Following this training our staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

An individual's engagement with the programme is entirely voluntary at all stages.

21.2 Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

22 Prevent Duty

22.1 From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“The Prevent Duty Guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

The Prevent Duty statutory guidance was updated in December 23 and can be found at:

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

22.2 Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

23 Trafficking

Wherever staff or volunteers encounter a child who has arrived unaccompanied in the country and is not in contact with Children’s Social Services or a child who is accompanied, but for whom they have concerns regarding their welfare or safety, they should consult the DSL immediately and record on My Concern.

24 Gangs and Youth Violence

Schools have a duty and a responsibility to protect their pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

Where a member of staff suspects that violence may be occurring no matter how low level, the DSL should be consulted immediately and recorded on My Concern.

25 Safer Working Practice

All staff are required to read the document “Guidance for safer working practice for those working with children and young people in education settings” (*Safer Recruitment Consortium, February 2022*) as part of their Oak Hill CE Primary Safeguarding and Child Protection Induction.

Staff sign to say they are aware of the document and know it is [available on our website here](#).

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.

Our Safe Touch Policy can be [found here](#).

26 Whistle Blowing

Staff have access to our Whistle Blowing Policy which [can be found here](#).

27 Physical Restraint

There may be times when adults, during their school duties, must intervene physically to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation and follow guidelines in the [Guidance for Safer Working Practices' document](#) referred to at paragraph 25 above.

28 Children Who Are Absent from Education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk.

These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries.

We will make an immediate referral to the local authority children's social care team, and the Police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Our Children Missing from Education Policy can be [found here](#).

29 Medication in School & Supporting Children with Health Needs

The school has several policies to support the use of medication in school and supporting pupils with long term medical illnesses. These are:

- [Administering Medication Policy](#)
- [Children with health needs who cannot attend school policy](#)
- [Supporting children with medical conditions policy](#)
- [First Aid policy](#)
- [Health & safety policy](#)
- [Intimate care policy](#)

Staff receive regular first aid training and there are several staff who have received specific training to undertake the role of first aiders in school. Where pupils have specific needs, these will be identified on a plan, agreed with both the child and parents.

30 Online Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our Online Safety Policy [can be found here](#).

30.1 Our approach to online safety is based on addressing the following four key categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying;
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems (see our [Online Safety Policy](#))
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

30.2 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Oak Hill recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Oak Hill will treat any use of AI to access harmful content or bully pupils in line with this Policy, our Anti-Bullying & Hate Policy and our Behaviour Policy.

Our *Anti-Bullying and Hate Policy* [can be found here](#) and our *Behaviour Policy* [can be found here](#).

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used.

31 Allegations against staff

All 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. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is referred to above at paragraph 25.

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

The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

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

Oak Hill will follow the GSCP procedures for managing allegations against staff or volunteers which [can be accessed here](#).

Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally and further to a consultation with the LADO.

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

In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice from HR and LADO.

Our Staff Code of Conduct [can be found here](#), our Disciplinary Policy [can be found here](#) and the Guidance for Safer Working Practices document (referred to also in other paragraphs above) [can be found here](#).

31.1 Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
 - Being overly friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Humiliating pupils

31.2 Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 6 of this policy
- Empowering staff to self-refer

- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

31.3 Responding to low-level concerns

If the concern is raised via a third party, the Head Teacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Head Teacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The Head Teacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

31.4 Allegations That May Meet the Harm Threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, 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 they 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 – this includes behaviour taking place both inside and outside of school

If we are in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Head Teacher, or the Chair of Governors where the Head Teacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

31.5 Suspension of the Accused until the Case Is Resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not encounter the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the Police and children's social care where they have been involved.

31.6 Definitions for Outcomes of Allegation Investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

31.7 Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below

- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the Police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or children's social care services, where necessary). Where the Police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** about the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the Police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. School will continue to inform staff about the support available to individuals, such as who they can turn to for advice – trade union representatives, or a colleague, for example.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the Police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made

against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

31.8 Additional Considerations for Supply Teachers and All Contracted Staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The Governing Board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

31.9 Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

31.10 Specific Actions

Action following a criminal investigation or prosecution:

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the Police and/or children's social care services.

Conclusion of a case where the allegation is substantiated:

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension:

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports:

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

31.11 Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

31.12 References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

32 Staff training

32.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

32.2 The DSL and Deputy DSL's

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

32.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated.

This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the Chair of Governors may be required to act as the 'case manager' if an allegation of abuse is made against the Head Teacher, they receive training in managing allegations for this purpose.

32.4 Recruitment – Interview Panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 3 of this policy for more information about our safer recruitment procedures.

33 Confidentiality

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by the LA, regarding confidentiality. The files we keep on children are available to those children's parents. Information from third parties will not be disclosed without their prior consent.

Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse.

Working notes are not subject to disclosure, but will be summarised and then kept on file. Our guidelines are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989 and the UK GDPR Regulation and the Data Protection Act 2018.

34 Support for Pupils

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.

School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum – ensuring safeguarding issues are explored
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Our role as a Thrive School focusing on social and emotional health.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse that has occurred.
- Liaison with other agencies that support the pupil such as social services, CYPS, entitlement and inclusion, and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the Police if we have any questions about the investigation.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.
- Disciplinary action can be taken while other investigations are going on, e.g. by the Police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what

happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Acting would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or LA children’s social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

35 Recruitment and Retention

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

Please see Appendix 3.

37 Use of Premises

The need to ensure that the body concerned has appropriate safeguarding policies and procedures in place now applies ‘regardless of whether the children who attend any of these services or activities are children on the school roll.

38 Oak Hill’s Offer of Early Help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. We believe that early interventions for children and their families, in many cases, will prevent children from experiencing harm.

Our aim is to help pupils and families as early as possible when issues arise:

‘the right help at the right time to stop any issues getting worse’.

Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases, immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

Oak Hill offers several early help preventative measures. Support might be short or long term but will always be tailored to meet the needs of our pupils and their families.

There are many different types of issues we can support our pupils and their families with. This work often involves working with other organisations. Sometimes this help take places within school, other times we may simply support our families by making them aware of, and by helping them to access the support and help (‘signposting’) which is available in our local community.

We support our pupils and their families by providing access to early help in dealing with difficulties relating to areas such as:

- Attendance in school
- Emotional and behavioural needs
- Parenting skills
- Delay in development and learning

- Identification and assessment of special educational needs
- Speech and language delay
- Domestic abuse
- Faith abuse
- Gangs and Youth Violence
- Gender based violence (violence against women and girls, including FGM)
- Parental mental health
- Healthy eating and nutrition
- Child and adolescent mental health
- Family support including Gloucestershire Families First Plus Team
- Private Fostering
- Radicalisation
- Sexting
- Trafficking

Direct support provided by our staff in school for our pupils might include:

- The Thrive Approach - Thrive is a therapeutic approach to help support children with their emotional and social development. This is delivered through 1:1 or small group intervention.
- Targeted intervention support to achieve My Plan and My Plan+ targets
- Educational Psychology Service referrals
- After-school clubs and wrap around care

Direct examples of support we provide for our pupil's families can include:

- Support and advice during difficult periods i.e., illness, bereavement, financial worries, and domestic abuse.
- Support for parents in multi-agency meetings.
- Assistance in completing paperwork
- Access to pre-loved uniform
- Attendance monitoring with regular meetings. These aim to improve attendance and punctuality.
- Signposting to other services in the local area/community.

Organisations we work with include:

- Gloucestershire Families First Plus Team
- Gloucestershire Children's Services
- School Nursing Team
- GCC Inclusions Team
- Early Help Practitioners and Social Workers
- Family Support Workers
- Play Workers
- Therapists/psychotherapists
- Specialist behavioural support teachers and workers
- Community Policing Team, including Police Community Support Officer (PCSO)
- Advisory Teaching Service
- Gloucestershire Safeguarding Children Partnership

- Youth Support Team
- Speech and Language
- Winston's Wish
- Barnardo's
- Other agencies who are able to deliver targeted support

All support given is confidential, however, any concerns relating to the safeguarding of children will be dealt with in accordance with this policy

The expert and professional organisations we work with are best placed to provide up-to-date guidance and support as needed, including intervention on specific safeguarding issues when and if they arise.

We will refer to appropriate agencies and organisations when help is required to support children, young people or families or to prevent harm. All early help referrals are always discussed with parents in advance and require their full consent.

All staff must be aware of the types of early help available to our pupils and their families. At all times all staff should consider if there is any offer of early help that we can make to help a child thrive.

Further information and links on the types of early help available in Gloucestershire [can be found here](#) on the Gloucestershire County Council website [and also here](#) on the Gloucestershire Families Directory website.

The Family Information Service [can be found here](#) provides information on:

- Family support and general family advice
- Childcare
- The Key Disability Register
- Activities
- Parenting Courses

The infographic below gives a helpful overview of the local authority's early help services.

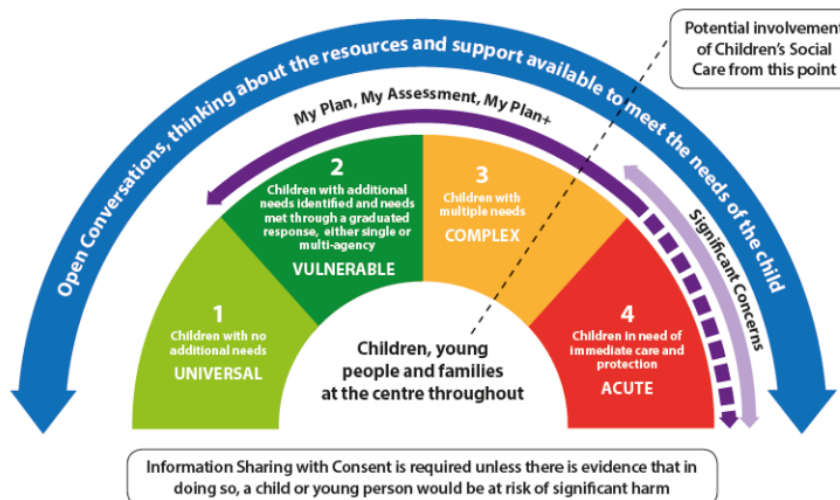
Early Help Overview of Services

Supporting families enabling them to achieve and sustain significant change through a whole family working approach



The GCSP ‘continuum of need’ windscreen is an important and helpful diagram to refer to when considering the types and levels of help a pupil and their family may need.

The ‘windscreen’ – A diagram to demonstrate the Continuum of Need



39. Some useful information and contact details:

<p>Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p>
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	<p>Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk Or telephone: 0800 542 0202 or (01452) 427362. FIS also has a website which has a wealth of information to support many issues such as childcare and support for children with disabilities.</p>
<p>GSCP (Gloucestershire Safeguarding Children's Partnership) website</p>	<p>https://www.gloucestershire.gov.uk/gscp/</p> <p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Oak Hill's universal support for all pupils and families.</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head Teacher.</p>
<p>E-safety</p>	<p>E-safety is a key part of the ongoing (PSHE/SMSC/SRE) curriculum. PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info/</p> <p>The NSPCC offer support regarding eSafety https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</p> <p>The National Crime Agency's Child Exploitation and Online Protection (CEOP) Education team's pages "Think U Know" offers resources to help educate children as to how to stay safe online https://www.thinkuknow.co.uk/</p>
<p>Bullying (including cyber-bullying/child death/suicide prevention)</p>	<p>All Gloucestershire schools are committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home-school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem.</p> <p>We have a series of teaching resources produced by the Gloucestershire Healthy Living and Learning Team (www.ghll.org.uk) to support this. Gloucestershire Healthy Living and Learning team also provide alerts and resources in relation to supporting young people being bullied.</p> <p>In serious cases of bullying parents should contact the Police; particularly if there are threats involved. In an emergency call 999.</p> <p>Other sources of help and advice are: https://www.gloucestershire.gov.uk/gscp/ (Gloucestershire Safeguarding Children's Partnership) and https://www.familylives.org.uk/</p>

Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.

Within Gloucestershire Targeted Support Teams provide multi agency support for children and families. See <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/> .

A phone call to discuss a possible referral is helpful before making a written referral. School actively refer to when appropriate:

Early Help Co-ordinators:

Gloucester (tel:01452 328076)

Stroud (tel: 01452 328130)

Tewkesbury (tel: 01452 328 250)

Cotswold (tel: 01452 328101)

Forest of Dean (tel: 01452 328048)

Cheltenham (tel: 01452 328160).

These teams are made up of the following professionals:

- CAF Coordinators
- Community Lead Professional - disabled children and young people
- Inclusion Co-ordinator
- Community Social Worker
- Family Support Workers.

They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.

Support provided includes:

- Support for school and community based lead professionals working with children and families through the CAF process
- Collaboration with social care referrals that do not meet their thresholds
- to co-ordinate support within the community
- Work in partnership to support children with special educational needs in school
- Advice and guidance from a social work perspective on a 'discussion in principle basis'
- Support children with disabilities and their families to access activities and meet specific needs
- Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.

Youth Support Team (YST):

	<p>The Youth Support Team (https://youthsupportteam.co.uk/) provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> • Youth offending - Looked after children • Care leaver's support services (for those aged 16+) • Early intervention and prevention service for 11 - 19 year olds • Support for young people with learning difficulties and/or disabilities • Positive activities for young people with disabilities • Support with housing and homelessness • Help and support to tackle substance misuse problems and other health issues • Support into education, training and employment • Support for teenage parents <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk</p> <p>To make a referral telephone 01452 427923 or email fasttrackteam@prospects.co.uk</p>
Drug concerns	<p>www.infobuzz.co.uk/</p> <p>Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse. Drugs education is covered in the school curriculum. The Life Education Bus visits annually as part of this provision (PSHE/SMSC) curriculum as a preventative measure.</p> <p>The Youth Support Team (see above) allows referrals and request for support around drug issues</p>
Mental health concerns	<ul style="list-style-type: none"> • Referral to school nurses may be appropriate. • Referral to CAMHS via your own GP. • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. • CAMHS* Practitioner advice line (for professionals to call) tel: 01452 894272.
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	<p>CSE and CCE screening tools (can be located on the GSCP website: https://www.gloucestershire.gov.uk/gscp/professional-resources/child-criminal-sexual-exploitation/)</p> <p>These should be completed if CSE or CCE is suspected.</p>

	<p>Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE and CCE are available on the GSCP's website.</p> <p>Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Further information: National Working Group (Network tackling Child Sexual Exploitation) https://nwgnetwork.org/</p> <p>and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info</p>
<p>Domestic violence</p>	<p>The GSCP have published a Domestic Abuse Procedure Manual for educational settings which can be found here.</p> <p>If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship, then the usual procedures should be followed and a referral made to the children's helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk is a county wide service designed to reduce the level of domestic abuse and improve the safety of victims and their families.</p> <p>MARAC Gloucestershire Constabulary:</p> <p>Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>
<p>Teenage relationship abuse</p>	<p>Please see comment about the Domestic Abuse Procedure Manual for educational settings above.</p> <p>All violence or suspected violence should be reported to the Police and/or social care as appropriate.</p> <p>GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support. https://www.gdass.org.uk/</p> <ul style="list-style-type: none"> • Young person's GDASS leaflet. https://www.gdass.org.uk/support-for-young-people/ • Gloucestershire Take a Stand – www.glostakeastand.com • Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208) <p>Prevention: Resources used in the Wellbeing Curriculum resources – www.ghll.org.uk .</p>

<p>Perplexing Presentations including Fabricated and induced illness (FII)</p>	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII.</p> <p>Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
<p>Faith abuse</p>	<p>The National Action Plan to tackle child abuse linked to faith or belief can be accessed here.</p> <p>Judith Knight; Diocese of Gloucester Head Teacher of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk.</p> <p>For other faith groups contact the GCC LADO.</p>
<p>Female genital mutilation (FGM)</p>	<p>http://www.nhs.uk/Conditions/female-genital-mutilation</p> <p>For NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. E-learning package- https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and pupils.</p>
<p>Forced marriage</p>	<p>UK Forced Marriage Unit fmufco.gov.uk</p> <p>Telephone: 020 7008 0151</p> <p>Call 999 (Police) in an emergency. www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forcedmarriage. GSCP one day Awareness training delivered www.gscp.org.uk Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail https://www.gov.uk/forcedmarriage.</p> <p><i>All practitioners must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i></p> <p>Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion.</p>
<p>Gangs and youth violence</p>	<p>Anyone worried about a child or young person involved in, or at risk from, gangs can call the NSPCC helpline on 0808 800 5000. Or see</p>

	<p>the NSPCC website advice: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/</p> <p>See Gloucestershire Police advice about Child Criminal Exploitation here: https://www.gloucestershire.Police.uk/advice/advice-and-information/caa/child-abuse/child-criminal-exploitation/ Contact Gloucestershire Police on tel: 101.</p> <p>Prevention: our school's wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>
Gender-based violence/violence against women and girls (VAWG)	<p>www.gov.uk – Home Office policy document, https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy. FGM (Female Genital Mutilation) is violence against women and girls.</p> <p>Hope House SARC https://www.hopehouse.nhs.uk/sarc/ (Sexual Assault Referral Centre): 01452 754390, 0300 421 8400 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770 https://glosrasac.org/</p>
Honour based violence (HBV)	<p>The Police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Based Abuse Helpline': 0800 5 999 247, run by Karma Nirvana</p>
Private fostering	<p>http://www.gloucestershire.gov.uk/privatefostering</p> <p>Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 425320.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; stepparents, siblings, brothers or sisters of parents or grandparents).</p>
Radicalisation	<p>Gloucestershire Constabulary: 101 and LADO Nigel Hatton Anti-Terrorist Hotline: 0800 789 321</p> <p>See Appendix 2 for further information on radicalisation.</p> <p>Prevention: Oak Hill teaches traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'.</p>
Sexting	<p>https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/ (NSPCC website).</p>

	Gloucestershire Police have a small sexual exploitation team.
Trafficking, Modern Slavery and the National Referral Mechanism (NRM)	<p>Serious crime which must be reported to Nigel Hatton (Gloucestershire LADO) and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p> <p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms. Information on the signs that someone may be a victim of modern slavery, support available and how to refer to the NRM are in the Statutory Guidance which can be found here.</p> <p>See Appendix 2 for further information on Trafficking.</p>
Children who run away (missing persons/missing children)	<p>Tel: 101 (Gloucestershire Police). GSCP Missing Children Protocol http://www.Gloucestershire.gov.uk/gscp : Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</p>
CME (Children missing education)	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education, Performance and Inclusion team (EPI) at Gloucestershire County Council. Tel: 01452 328774/426015.</p> <p>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'.</p> <p>CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. This also includes children whose parent/carer who has expressed an intention to educate them at home.</p> <p>It is the responsibility of the Education, Performance and Inclusion team, on behalf of the Local Authority (LA), to collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS).</p> <p>The EPI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed</p>

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40. Monitoring and review

The Governing Board will ensure that the school has designated a senior member of staff to take lead responsibility for dealing with child protection issues.

This policy will be reviewed annually by the Governing Board

41. ACRONYMS

DSL	– Designated Safeguarding Lead
DDSL	- Deputy Designated Safeguarding Lead
DfE	- Department for Education
GSCP	- Gloucestershire Safeguarding Children’s Partnership
SEND	- Special Educational Needs and Disabilities
SENCO	- Special Educational Needs Co-ordinator
DBS	- Disclosure and barring service
LA	- Local Authority
LADO	- Local Authority Designated Officer

Appendix 1 - Categories of Abuse and Indications of Harm

Categories of Abuse:

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Neglect
4. Sexual Abuse

Signs of Abuse in Children:

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
- Child Sexual Exploitation.

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 designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Social Care

**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.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

1. PHYSICAL ABUSE

Physical abuse 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.

Physical Abuse Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead Teacher, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the Head Teacher or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours.

All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm because of having illness fabricated or induced by their carer.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, because of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Nonorganic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffuse ring bruise or oval or crescent shape.

Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Children and young people who have dog bites should always be referred to the Multi Agency Safeguarding Hub for further investigation.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

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

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Physical Abuse Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.

- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Physical Abuse Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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, though it may occur alone.

Emotional Abuse Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated 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
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm

- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Emotional Abuse Indicators in the parent

- Domestic abuse
- Adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Emotional Abuse Indicators of in the family/environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3. NEGLECT

Neglect is 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 because 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 caregivers); or
- ensure access to appropriate medical care or treatment.

- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent Head Teacher lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Neglect Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth and hygiene

- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Neglect Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment, risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

4. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

- 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

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in schoolwork habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Sexual Abuse Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Sexual Abuse Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

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

Assessment

To 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 what 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.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation • recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- Police involvement, Police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 2 - FGM, Radicalisation, Mental Health

Appendix 2.1 - FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

For a girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

For a girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
- Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Appendix 2.1 Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

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

Terrorism is an action that:

- Endangers or causes serious violence to a person/people.
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local Police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** act if they are worried.

Appendix 2.2 Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If you suspect someone is displaying symptoms of a mental health problem, please inform the schools mental health first aiders and the DSL.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school's child protection policy, and by speaking to the designated safeguarding lead or a Deputy safeguarding lead

Appendix 3: Safer Recruitment and DBS checks – Policy and Procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Once we have shortlisted candidates, we will ask shortlisted candidates to:
- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they can share relevant information and discuss it at interview stage.

The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Head Teacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher

- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK.

These could include, where available:

- For all staff, including teaching positions: criminal records checks for overseas applicants
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our

assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Pupils staying with host families

Where the school plans for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.