

ULEY COFE PRIMARY SCHOOL



SAFEGUARDING POLICY 2025 – 2026

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Safeguarding Policy

Uley C of E Primary School is committed to creating a culture of vigilance through safeguarding and promoting the physical and mental health and welfare of children and young people and expects all staff and volunteers to share this commitment.

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

We strive to create a nurturing and trusting environment where children and young people feel safe and secure and, one that enables them to develop, learn, grow and flourish.

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

Designated Safeguarding Lead (DSL) – Zoe Mandeville

Deputy Designated Safeguarding Lead (DDSL) – Laura Davies & Abby Spain

Designated Safeguard Lead Fun Club – Alex Meulbrock & Megan Price

Governor with safeguarding responsibility – Mark Easy & Martin Bragg

If you have a concern about a **child** please **contact the Children** and Families Services on 01452 426565 (during office hours), but if you are concerned about the immediate safety of a **child** please **contact** the Police on 101 at any time

Children's Services

01452 426565

School Number

01453 860350

Fun Club

07582615475

Safeguarding and promoting the welfare of children is defined as:

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

Introduction

This policy is updated annually in line with the revised publications of:

- Keeping Children Safe in Education (DfE, September 2025)
- Working together to safeguard children (HM Government, December 2023)
- Information sharing (DFE, May 2024)
- What to do if you're worried a child is being abused (HM Government, March 2015)

As well as:

- The Prevent Duty (HM Government, 2023)
- Disqualification Under the Childcare Act 2006 (DfE, 2018)

This policy also links to our documents on and evaluation of:

Policies and procedures of breakfast and after school club

Behaviour Policy

Walking home policy

Transporting Children

Cause for concern

Special Educational Needs

Staff Behaviour Policy / Code of Conduct – Guidance for Safer Working Practice

Whistleblowing

Anti-bullying

Induction policy

Staff handbook

Confidentiality Policy

Code of conduct for governors

Adult helpers in school handbook

Lunchtime handbook

Work experience handbook

Supply and initial teacher training handbook

E-safety/online safety Policy

Health & Safety including risk assessments, first aid and administration of medicines

Parental concerns

Questionnaires

The curriculum including PSHE

Attendance and children missing from education

Working together to improve attendance

Offsite visits/trips

Drug Education

Physical intervention and use of reasonable force, with the Behaviour Policy
Safer recruitment
Intimate Care
Site security

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.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.

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

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be listened to effectively.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Clarify the procedures for sharing concerns about a child.
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

Safe School, Safe Staff

At Uley School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

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

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

All members of the governing body and staff, including volunteers and visitors, understand and fulfil their responsibilities to ensure that:

- **Safeguarding is everyone's responsibility – it can happen here.**
- **It should never be assumed that someone else is taking action for the welfare of a child. Sharing information might just safeguard a child.**
- The Gloucestershire Safeguarding Children's Partnership (GSCP) KCSIE Assurance Declaration is completed and areas for development identified and acted upon to continually improve safeguarding.
- All visitors are asked to sign in and out of school. They will be given a safeguarding information leaflet on arrival and will then be issued with a visitor badge with a lanyard. The safeguarding leaflet and information on their visitor badge informs them who they can talk to if they have any safeguarding concerns during their visit.
- The names of the Designated Safeguarding Leads are clearly advertised around the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- The policy is available publicly either on the school website or by other means. Parents/carers can request a copy of the policy or refer to it via the school website/prospectus.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- Our lettings policy (if applicable) will seek to ensure the suitability of adults working with children on school sites at any time.
- The Governing Body considers how children may be taught about safeguarding including online safety. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/ through relationship and sex education (RSE).
- The school operates safer recruitment in line with 'Keeping Children Safe in Education (DfE, 2025)' procedures by ensuring that the Head Teacher and, if possible, one governor on every recruitment panel that has completed Safer Recruitment training (see also Safer Recruitment and Induction Policies)

- The Designated Safeguarding Leads (DSL), who are involved in recruitment, and at least one member of the governing body will also complete safer recruitment training (currently on-line on the NSPCC website) to be renewed every 5 years.
- The Lead DSL, Zoe Mandeville, is a member of the Senior Leadership Team. The Deputies (DSL) are Laura Davies, Lisa Hills and Abby Spain. These DSLs have undertaken the relevant training, including training every 2 years, followed by regular updates and are always available to discuss concerns.
- All other staff have Safeguarding training updated every three years.
- A single central record is in place and the following checks are undertaken: an identify check; a barred list check; an enhanced DBC check/certificate; a prohibition from teaching check; further checks on people living or working outside the UK; a check of professional qualifications; a check to establish the person's right to work in the UK.
- Child protection type concerns or allegations against adults working in the school are referred to the LADO (Local Authority Designated Officer) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- The Chair and LADO will liaise on Child Protection issues in the event of an allegation of abuse made against the Head Teacher.
- All members of staff and volunteers are provided with a safeguarding induction (see Induction Policy and GSCP induction pack).
- All members of staff, volunteers and governors know how to respond to a child who discloses abuse through delivery of the Safeguarding Policy.
- Safeguarding is on the agenda at Governing Body meetings and staff meetings. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- The school has adopted the reflective approach to reviewing our safeguarding practice.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns. The Gloucestershire Safeguarding Children's Partnership (GSCP) has an up-to-date handbook which can be accessed via <https://www.gloucestershire.gov.uk/gscp/>
- Our procedures will be annually reviewed or earlier if changes are necessary.

Responsibilities

The Designated Safeguarding Leads including Governors are responsible for (See also Appendix 1):

- Referring a child if there are concerns about possible abuse, to **01452 426565**, and acting as a focal point for staff to discuss concerns.
- Reporting procedures and information on aspects of safeguarding can be found following <https://www.proceduresonline.com/swcpp/gloucestershire/index.html>
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from child records, until the child's 25th birthday, and are copied on to the child's next school or college. Child protection records should be kept for 99 years, however there is currently an embargo on destroying any CP records.
- Ensuring that an indication of the existence of confidential written records are marked on the child day to day records.
- Liaising with other agencies and professionals including social workers. We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any children currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, with the Head Teacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- Ensuring safeguarding is an agenda item at governing body meetings.
- Being aware of the lessons learnt from Serious Case Reviews (SCR) and using this information to inform school practice.
- Help promote the outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school staff
- In the unlikely event if a DSL or DDSL are not available, staff should speak to an experienced member of staff in school or a school within the local hub and/or take advice from children's services on the number above.

Dealing with disclosure or reporting observations

Following an incident or disclosure all staff should refer concerns to a DSL or senior member of staff on duty as soon as possible (See Appendix 2 for signs and symptoms). In the meantime they should:

- Listen to the child, keeping calm and offer reassurance. The child should lead the discussion.
- Accept what the child says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Consider using phrases such as ‘you’ve done the right thing’ or ‘you’re not to blame’.
- Allow the child to talk but do not interrogate or ask leading questions.
- Try to clarify details with them.
- You cannot promise confidentiality therefore explain that they have done the right thing and who you will need to tell and why.
- Don’t make promises about what might or might not happen next.
- Do not make judgements about the people children refer to – they may be people they love.
- Don’t lay blame or criticise either the child or the perpetrator.
- Try not to show any shock you might feel.
- Take what they say seriously.
- Stay calm and reassure them that they have done the right thing in telling you.
- Explain what will happen next and who you will need to talk to.
- Make brief notes at the time and write them up afterwards – keep both sets just in case.
- Use a body map to record the position of any bruising or marks.

After the disclosure, appropriate support should be offered to both the child and the members of staff receiving and dealing with the disclosure.

Where there is uncertainty about making a referral to children’s social care, advice can be sought from the Children and Families helpdesk on **01452 426565**

PROCEDURES FOR MONITORING, RECORDING AND REPORTING

At the time of disclosure

Brief notes made immediately after will help to complete the safeguarding concern form.

You should note:

- Date and time of disclosure/incident observed.
- Place and context of disclosure or concern.
- Facts you need to report.

As soon as possible after the disclosure

Complete a safeguarding concern form (Appendix 3) which is available from the school office or staff room, and/or report on CPOMs immediately. The DSL and DDSLs should be tagged on CPOMS to alert them.

Remember to keep to factual information and not assumption, opinion or interpretation. Use the child's own language/words/phrases to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will:

- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral.
- Seek advice from Children and Families Help desk – 01452 426565. They will give advice about whether a referral is appropriate or whether there are alternative ways of addressing the concerns.
- Complete a Multi-Agency Referral Form which should be passed on to the social care team. https://www.proceduresonline.com/swcpp/gloucestershire/p_report_concerns.html
- Recorded information from social care meetings and other reports are stored securely in the head's office and scanned and placed on CPOMs. Any documents for inclusion in this folder should be given directly to a DSL.

Record Keeping and Information Sharing

Records should include:

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

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

The DSL will keep child protection records in a secure and confidential place, however all school staff must know where they are, how they are kept, and how to add concerns to them. Records must be written, dated and signed and kept in chronological order with a completed chronology form recording significant events. They must be passed on to any new educational setting should a child transfer. For more information about record retention and storage can be found on the NSPCC website:

<https://learning.nspcc.org.uk/media/1442/child-protection-records-retention-and-storage-guidelines.pdf>

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

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

Governing bodies and proprietors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide childrens' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

Governing bodies and proprietors should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

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

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

If a parental request is made for a child to be removed from roll to be educated at home, the school should first obtain this request in writing and should then ensure that a referral is made to the Elective Home Education (EHE) team within the Local Authority

This is to ensure that the Local Authority fulfils its duty to ensure that a child being educated at home is receiving appropriate education and that the EHE Home Visitors are able to offer advice to parents who decide to home educate. It is not the parent's responsibility to inform the Local Authority, only the school. The EHE Policy includes information for Home Visitors on Safeguarding and making referrals should this be necessary.

If the school is concerned that a child might be at risk of harm and has been removed for EHE, the school should follow the referral procedures.

Early Help

Uley School's early help procedure ensures that children receive the right help at the right time. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Our staff support children and families through daily home/school contact; arranging parents support and information sessions and attending multi-disciplinary meetings to ensure continuity of care. (See Appendix 4)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

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

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

Allegations made against/concerns raised in relation to Staff and Governors

We have processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors).

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child

- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the Head Teacher
- where there are concerns/allegations about the Head Teacher, this should be referred to the chair of governors,

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the school's own staff Code of Conduct Policy including Guidance for Safer Working.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a child may make an allegation against a member of staff including governors, volunteers, supply teachers and agency 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 will follow procedures recommended by the Gloucestershire Safeguarding Education Partnership (GSEP):

[Successfully Managing Allegations against people in a position of trust. an Employers Guide \(trixonline.co.uk\)](http://trixonline.co.uk)

The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). A form will be completed [am-referral-form-v4-2023.docx \(live.com\)](#) and sent to amadmin@gloucestershire.gov.uk.

If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform Chair of Governors who will contact the LADO as above, without notifying the Head Teacher first.

Where there is a conflict of interest in reporting the matter to the head teacher, the concern should be reported directly to the LADO.

The school will follow the GSEP procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of 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 Personnel Consultant 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 the LADO.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Low level concerns

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. This will encourage an open and transparent culture; enable us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

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

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

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

It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one of KCSIE), are shared responsibly a DSL and/or Head Teacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those

working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Recording Low-Level Concerns

The Head Teacher / DSL will record all low-level concerns. Records should include:

- the details of the concern;
- how the concern arose; and,
- the actions taken.

Any such records will be kept in a locked staff file in the Head Teacher's office, separate from usual staff records kept in the school office.

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

Where a pattern of such behaviour is identified, the school or college should decide on a course of action along with using the Code of Conduct for staff.

Examples of low level concerns and actions taken

<https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children/>

If the low level concern is about supply staff, trainee teacher, contractors etc. then these concerns will be shared with their employer.

Childcare Disqualification

The 2018 regulations are made under section 75 of the Childcare Act 2006 ("the 2006 act"). They set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the act. <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:

- provide relevant childcare provision
- be directly concerned in the management of such provision

Staff are covered by this legislation if they are employed or engaged to provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception year) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare. This includes:

- Early years provision - staff who provide any care for a child up to and including reception age. This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during the normal school day and outside of school hours for children in the early years age range; and

- Later years provision (for children under 8) - staff who are employed to work in childcare provided by the school outside of the normal school day for children who are above reception age but who have not attained the age of 8. This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

In relation to staff employed by childcare providers (i.e. not employed by the school or local authority) who hire or rent school facilities or premises (for example a private, voluntary or independent childcare provider), schools should ensure that such providers have appropriate policies and procedures in place in regard to safeguarding children, including under the 2018 Regulations.

Where centrally employed local authority staff are deployed to work in relevant childcare settings in schools (for example peripatetic music teachers or special needs teachers) it is the responsibility of the local authority to ensure that such staff are compliant with the requirements of the legislation explained in this guidance.

Where schools or local authorities use staff from any agency, or third-party organisation (e.g. supply teacher, music teacher or sports coach) to work in relevant childcare provision, or contract out such childcare, they must obtain confirmation that the agency or organisation providing the staff has informed them that they will be committing an offence if they are deployed to work in relevant childcare, or are directly concerned in the management of such provision, if they are disqualified under the 2018 Regulations. This should include the provider requesting that their staff inform them if they consider that they could be disqualified under the legislation.

Where the school deploys a person who is self-employed (e.g. music teacher or sports coach) to work in relevant childcare provision, the school must ensure that they are compliant with the requirements of the legislation explained in this guidance – [link above](#).

These requirements also apply where training suppliers, such as initial teacher training providers, are placing trainees or students at the school, who are working or being trained in a relevant setting. Where trainee staff are salaried, for example on employment-based teacher training programmes, it's the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is disqualified from childcare, schools should inform the training provider of this. Where trainee staff are not on a salaried programme (fee or self-funded students), it's the responsibility of the training provider to conduct the relevant checks to ensure that trainees placed in schools are not disqualified from childcare or that they have obtained a waiver from Ofsted.

Volunteers and casual workers (including individuals on work experience) who are directly concerned with the management of childcare provision, and/or who work on a regular basis, whether supervised or not, in relevant childcare, are within the scope of the legislation and are covered by this guidance.

School governors and proprietors are not covered by the legislation, unless they volunteer to work in relevant childcare on a regular basis, or they are directly concerned with the day-to-day management of such provision. Further guidance on the safeguarding arrangements covering

governors and the safeguarding responsibilities of governing bodies and proprietors is provided in KCSIE. Additionally it should be noted that, whilst out of scope of these regulations, school governors in maintained schools are also subject to additional arrangements and can also be disqualified from holding office (i.e. being a governor in maintained schools) under regulation 17, schedule 4 of the School Governance (Constitution) (England) Regulations 2012.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Whistle-Blowing

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

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

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

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

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

Supporting Children

All children in our school know they can talk to any member of staff should they need to. The school is committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform children of whom they might talk to, both in and out of school, their right to be listened to and heard children what steps can be taken to protect them from harm. PSHCE (Personal, Social, Health and Citizenship Education) and online safety awareness materials we use to help children learn how to keep safe are Childline, NSPCC, Police, Stranger Danger and Anti-bullying.

Our school will ensure that children are made aware that information can be found at the following helplines, NSPCC, CEOP and Childline.

School's arrangements for consulting with and listening to children are school council, befrienders and child survey. We make children aware of these arrangements by sharing it with them as part of planned lessons and assemblies.

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

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

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

Our school will support all children by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- teaching children about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it such as through the NSPCC resources and school visits and through sharing information with parents about keeping safe online to reinforce risk and how to report.
- promoting a caring, safe, trusting and positive environment within the school.
- liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- notifying Social Care as soon as there is a significant concern.
- providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Supporting Staff

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

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

Working with Parents and Carers

It is important that school has a consistent approach to working with parents and carers. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected, provided they do not place the child at risk.

We encourage parents to discuss any concerns they may have with the class teacher, SENCo or head teacher

Confidentiality

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

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The school has a clear Confidentiality Policy.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Services **01452 426565** on this point.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. The school follows guidance from the Health and Safety Unit and Gloucestershire Safeguarding Children Partnership. Staff who have had an enhanced DBS check and are in a regulated activity supervise adult helpers. Reputable coach companies are used and confirmation of DBS checks are requested and ID is checked on the day of the trip.

Monitoring and Evaluation

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

- Governing Body visits to the school
- 'Drop ins' and discussions with children and staff
- Child surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Review of parental concerns and parent questionnaires
- Review of playtimes/ lunchtime
- A reflective process

Mental Health

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

Special Educational Needs and Disabilities

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

These can include:

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

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. At Uley School we provide pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Physical Intervention

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

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Behaviour Management technique.

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

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. The school uses the DFE guidance 'Use of Reasonable Force' alongside the Physical Intervention

Policy which can be found in the school's Behaviour Policy and Reducing the need for restraint and restrictive intervention (publishing.service.gov.uk) on how to support children with learning difficulties, autism and mental health difficulties who are at risk of restrictive intervention.

Children in Care

Children in care have additional vulnerabilities. The designated safeguarding leads, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

It is a statutory requirement that all children in care are expected to have regular health assessments to make sure that they are growing up in a healthy environment and get any health care which they may have missed out on. It also gives children the chance to communicate with a doctor or nurse in private to discuss anything that might be worrying them.

Children Missing Education – Children Absent from Education

Children's attendance is closely monitored to look for patterns and information that causes concern. Absences on repeat occasions and/or prolonged periods are part of our monitoring.

The statutory guidance **Children Missing Education (August 2024)** sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and, where it is not followed, the local authority should have reasonable grounds for not doing so.

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have;
2. Children missing education are children of compulsory school age who are not registered children at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life;
3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

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

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk.

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

When families move between local authority areas it can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities - either regionally or nationally - and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or the provision of electronic or distance learning packages where these are available.

Schools

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

We monitor attendance carefully and address poor or irregular attendance without delay.

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

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

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

- d. are in custody for four months or more (and will not return to school afterwards);
or
- e. are permanently excluded

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

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

If this is not possible and there are wider safeguarding concerns, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability by making reasonable enquiries, and refer (see also [Referrals Procedure](#)) any concerns about the child to Children and Families Services.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that children's poor attendance is referred to the local authority.

In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Local Authority of any child who has not attended for 10 consecutive school days without provision of reasonable explanation.

Maintained schools have a safeguarding duty in respect of their children, and as part of this should investigate any unexplainable or persistent absences. Academies and independent schools have a similar safeguarding duty for their children. Further information about schools' safeguarding responsibilities can be found in 'Keeping Children Safe in Education' the statutory guidance.

All schools are required to notify the local authority within five days when a child's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the child.

Schools must notify the local authority when a child's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the child's name is removed from the register.

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords - private or social housing providers - and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral (see [Referrals Procedure](#)) should be made to children's social care (and the police if appropriate).

Elective Home Education (EHE)

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

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Uley School and other key professionals work together to coordinate a meeting with parents/carers before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Racist Incidents

Our policy on racist incidents is set out separately following the Gloucestershire Local Authority guidance, 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.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. 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.

Bullying and Hate Incidents/Crimes

There is clear evidence that bullying is abusive and will include at least one of the defined categories of abuse.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Bullying by race, gender, sexual orientation or disability

Racist bullying e.g. any incident which is perceived to be racist by the victim or any other person (MacPherson Report, 1999).

Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Sending offensive text messages or e-mails
- Wearing of provocative badges or insignia
- Bringing racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti or other written insults, even against food, music, dress or customs
- Refusing to co-operate in work or in play.

Sexual Bullying, including Homophobic bullying

Sexual bullying affects boys and girls. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator.

Sexual bullying can be characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Sending offensive or suggestive text messages or e-mails
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault
- The use of the word 'gay'.

Sexual bullying can also be related to sexual orientation. Children do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying.

Bullying of children with Special Educational Needs or disabilities

- Abusive name-calling;
- Looks and comments about intellectual ability;
- Refusal to co-operate in work or play;
- Comments directed at the help or support of a Teaching Assistant (TA).

Cyber Bullying

Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Cyber bullying takes different forms:

- threats and intimidation;
- harassment or cyber stalking (e.g. repeatedly sending unwanted texts or instant messages);
- defamation;
- exclusion or peer rejection;
- impersonation;
- unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images);
- manipulation.

Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that children are made aware of the effects of their actions.

All incidents of bullying including potential hate incidents should be dealt with by the class teacher in the first instance and/or the principal as appropriate. A more detailed guide can be found in the school's Anti-bullying Policy.

Hate Incident/Crime is defined:

A hate incident is defined as: “Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice.” (College of Policing 2014)

If a criminal offence has been committed the Incident becomes a Hate Crime.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity.

Gloucestershire also includes: age; gender (sex); and alternative subcultures, eg homeless.

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with children and their families (0808 281 0112 www.victmsupport.org.uk). Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 www.restorativegloucestershire.co.uk)

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Uley School has an approach to online safety that protects and educates child and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. At Uley School children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

See Online safety Policy.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, **misinformation, disinformation (including fake news) and conspiracy theories..**
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your children, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Self-harm

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert a designated safeguarding lead. Their actions might include:

- Contacting parents/carers.
- Contacting Child and Adolescent Mental Health Services (with parent/carer support).
- Contacting Social Care if the child meets the referral criteria.

It should be recognised that initial factual evidence of abuse, which may require a referral to a social services department, is sometimes significantly less than conclusive, but individuals who are the subject of investigation in these circumstances will often feel traumatised by the action taken. The policy statement and procedural guidelines aim to acknowledge and address these issues, whilst ensuring children with disabilities are appropriately supported and protected from abuse.

Prevent Duty and Radicalisation

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

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

The governors and leadership team at Uley have deemed our students to be at a low risk of radicalisation; however we recognise that protecting children from the risk of radicalisation is part of our wider safeguarding duties. We understand that during the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

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

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

Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

www.gov.uk/government/publications/prevent-duty-guidance

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

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

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

A short general awareness course online can be accessed here:

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

All staff have been trained using this online course.

Further information about the Channel panels can be accessed here:

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Child on Child Abuse

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>

What is it?

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child on child abuse is any form of child on child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child on child grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Vulnerabilities

As a school we will recognise any child can be vulnerable to child on child abuse including:

- Individual and situation factors can increase a child's vulnerabilities to abuse by their peers such as the sharing of an image or photograph
- Children who are socially isolated from their peers
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND)

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing

someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff should not underestimate the potential for one child or young person to abuse another. Staff are reminded that child on child abuse is abuse and should never be tolerated or passed off as “banter”, “part of growing up.”, “just having a laugh” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

Prevention

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

- In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, providing a developmentally appropriate PSHE syllabus which develops children's understanding of acceptable behaviour, keeping themselves safe, the nature of child on child abuse and what is meant by consent
- Having a robust Online and Mobile Technology safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust filtering and monitoring systems in place to ensure children are safe and act appropriately when using information technology in school (see Online Safety Policy)
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgemental environment
- Delivering targeted work on assertiveness and keeping safe to all children
- When required, developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children
- Creating a safe culture in school by implementing policies and procedures that address child on child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality

Allegations against other children which are safeguarding issues

Occasionally, allegations may be made against children by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a child if some of the following features are present.

The allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other children in the school

- Indicates that other children may have been affected by this child
- Indicates that young people outside the school may be affected by this child

Examples of safeguarding issues against a child could include:

Sexual Violence and Sexual Harassment

Sexual Violence

Children can, and sometimes do, abuse their peers in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Sexual Harassment

Child on child Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the taking, sharing or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, if a child is 10 and above, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Emotional Abuse

Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Sexual Abuse and Harmful Sexual Behaviour

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour

and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Staff awareness of Harmful Sexual Behaviour training is completed via the NSPCC.

<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding#skip-to-content>

Responding to children who display sexualised behaviour		It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit nspcc.org.uk/hsb for more information.		Need advice? Contact our helpline for advice and support: ➤ Call 0800 800 5000 ➤ Email help@nspcc.org.uk ➤ Visit nspcc.org.uk/helpline	Childline For children who need further support our free, confidential helpline is available 24/7: ➤ Call 0800 1111 ➤ Visit childline.org.uk
Developmentally typical		Problematic		Harmful	
Normal		Inappropriate	Problematic	Abusive	Violent
- Developmentally expected and socially acceptable behaviour - Consensual, mutual and reciprocal - Decision making is shared		- Single instances of developmentally inappropriate sexual behaviour - Behaviour that may be socially acceptable within a peer group but not in wider society - May involve an inappropriate context for behaviour that would otherwise be considered normal	- Developmentally unusual and socially unexpected behaviour - May be compulsive - Consent may be unclear and the behaviour may not be reciprocal - May involve an imbalance of power - Doesn't have an overt element of victimisation	- Intrusive behaviour - May involve a misuse of power - May have an element of victimisation - May use coercion and force - May include elements of expressive violence - Informed consent has not been given (or the victim was not able to consent freely)	- Physically violent sexual abuse - Highly intrusive - May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator - May involve sadism
How to respond - Although green behaviours are not concerning, they still require a response - Listen to what children and young people have to say and respond calmly and non-judgementally - Talk to parents about developmentally typical sexualised behaviours - Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse - Signpost helpful resources like our 'Talk PANTS' activity pack: nspcc.org.uk/pants - Make sure young people know how to behave responsibly and safely		How to respond - Amber behaviours should not be ignored - Listen to what children and young people have to say and respond calmly and non-judgementally - Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour - Follow your organisation's child protection procedures and make a report to the person responsible for child protection - Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support - Consider whether the child or young person needs therapeutic support and make referrals as appropriate		How to respond - Red behaviours indicate a need for immediate intervention and action - If a child is in immediate danger, call the police on 999 - Follow your organisation's child protection procedures and make a report to the person responsible for child protection - Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support - Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures	

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Upskirting

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

Initiation/hazing type violence and rituals

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or

psychological abuse. It may also include nudity or sexual assault. Staff need to be alert to such behaviour and act in line with their child protection and behaviour policies.

Identifying a child who is being abused by their peers

The school will recognise that the signs that a child may be suffering from peer-on peer abuse can also overlap with signs indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out
- school related tasks to the standard ordinarily expected,
- physical injuries,
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches,
- anxiety and/or panic attacks; suffering from nightmares or lack of sleep or
- sleeping too much,
- broader changes in behaviour including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on the context of their circumstances.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by their peers.

Procedure for Dealing with Allegations of Child on Child Abuse

When an allegation is made by a child against another child, or about a child on child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.

The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child on child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms.

A factual record should be made of the allegation.

The Designated Safeguarding Lead should contact the MASH team to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both/all the child/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on CPOMS.

If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and E-safety policies and whether or not devices are to be confiscated, the police contacted, the MASH team informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

The allegation:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school
- indicates that other children may have been affected by this child
- indicates that young people outside the school may be affected by this child

Gender Identity and Sexuality

Sexist, sexual and transphobic bullying occurs when a child (or group), usually repeatedly, harms another child or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual bullying can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes.

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, we will be alert for signs of bullying. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Behaviours displayed in these forms of bullying are in many cases similar to those of other forms of bullying, but there is the additional element of inappropriate or coercive sexual behaviours, which can in extreme cases constitute criminal behaviour such as sexual abuse. Some of the behaviours associated with sexist, sexual or transphobic bullying, such as the use of sexist or inappropriately sexual language, can sometimes go unchallenged in schools as school staff are unsure how to respond appropriately. Examples of some behaviours which may be seen in instances of sexist, sexual or transphobic bullying include: inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing he/she pronouns) and the display or circulation of images of a sexual nature.

Schools must respond to this type of bullying as they are responsible for safeguarding the health and well-being of their children, which can be adversely affected by bullying. Sexist, sexual and transphobic bullying can damage lives. It may cause fear and anxiety, increase the likelihood of self-harm and limit aspirations and achievement. The effects of exposure to bullying can last well into adulthood.

Children who are lesbian, gay, bisexual or gender questioning

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children who are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as lesbian, gay, bisexual or gender questioning.

Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Therefore, at Uley School we ensure that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Gender and sexuality inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/supporting_documents/Guidance_for_schools_and_colleges_gender_questioning_children_consultation_document%20.pdf

Domestic Abuse

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

What is domestic abuse?

The UK government's definition of domestic violence is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional.'

Domestic abuse can take different forms, including:

physical abuse
sexual abuse
financial abuse
coercive and controlling behaviour, and gaslighting/emotional abuse
digital/online abuse
'honour'-based abuse
forced marriage
female genital mutilation (FGM).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

It can be very difficult for children and young people living with domestic abuse, due to what they may be hearing, witnessing, or experiencing themselves. There is a dedicated website for children and young people, www.thehideout.org.uk, which helps them understand domestic abuse and take positive action if it is happening to them.

Multi Agency Risk Assessment Conference - MARAC

MARAC stands for Multi Agency Risk Assessment Conference. The meeting/conference is part of a process triggered by identifying a high risk victim of domestic abuse. A high risk victim is somebody at risk of serious harm or homicide. The purpose of the MARAC process is to share information with partner agencies and create a risk management plan to safeguard the victim and children. The emphasis is on action planning to safeguard victims and children at all times. The Gloucestershire Domestic Abuse Support Service (GDASS) is a county-wide service designed to reduce the level of domestic abuse and improve the safety of victims and their families. They operate in all districts offering a variety of support programmes for women and men over 16 years old experiencing Domestic Abuse. They can be contacted via the helpline on 0845 602 9035.

There are also national helplines available:

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

As part of Uley School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2025). As part of Uley School's commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

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

Fabricated and Induced Illness

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

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

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

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard the welfare of children and – where necessary – to take action, within the criminal justice system, regarding the perpetrators of crimes against children. In using this guidance all agencies and professionals should:

- be alert to potential indicators of illness being fabricated or induced in a child;
- be alert to the risk of harm which individual abusers, or potential abusers, may pose to children in whom illness is being fabricated or induced;
- share, and help to analyse information so that an informed assessment can be made of the child's needs and circumstances;
- contribute to whatever actions (including the cessation of unnecessary medical tests and treatments) and services are required to safeguard and promote the child's welfare and

- regularly review the outcomes for the child against specific planned outcomes
- work co-operatively with parents unless to do so would place the child at increased risk of harm;
- assist in providing relevant evidence in any criminal or civil proceedings, should this course of action be deemed necessary.

Guidance and advice can be found at: <https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/>

Child Sexual Exploitation

The definition of child sexual exploitation (CSE), which can be found in KCSIE (2025) is:

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Indicators of child sexual exploitation may include:

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

Potential vulnerabilities include:

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

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

Child Criminal Exploitation (CCE)

CCE is a form of abuse that occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Honour –based Abuse - Forced Marriage (FM)

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Honour –based Abuse - Female Genital Mutilation (FGM) and Breast Ironing

Mandatory reporting duty of FGM - From Oct 2015 there is a mandatory requirement that **all staff report cases of FGM to the police**. The duty has been brought through the Serious Crime Act 2015 and will mean that whenever regulated professionals (health, social care and education) identify that a girl under 18 has had FGM, or if the girl discloses this herself, **the professional must make a report to the police**.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

FGM is internationally recognised as a violation of the human rights of girls and women. The Female Genital Mutilation Act was introduced in 2003 and came into effect in March 2004.

The Act

- Makes it illegal to practice FGM in the UK;
- Makes it illegal to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country.
- Makes it illegal to aid, abet, counsel or procure the carrying out of FGM abroad.
- A conviction of FGM has a penalty of up to 14 years in prison and/or a fine.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

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

The profile of Female Genital Mutilation has increased considerably over the last couple of years as a result of the Department of Health FGM Prevention Programme and launch of the NSPCC FGM Helpline (0800 028 3550).

The 'One Chance' rule

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

Breast Ironing

Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to FGM, breast ironing is classified as physical abuse therefore professionals must follow their Safeguarding Children's Board Procedures.

[Breast ironing \(flattening\) | Gloucestershire Constabulary](#)

Serious Violence

All staff are made aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The range of risk factors which increase the likelihood of involvement in serious violence are:

- being male,
- having been frequently absent or permanently excluded from school, having experienced child maltreatment and
- having been involved in offending, such as theft or robbery.

Gangs and Youth Violence

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

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

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

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

Potential signs of involvement in gangs

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

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

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

The information in this section is taken from the following document:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97862/gang-violence-detailreport.pdf

https://assets.publishing.service.gov.uk/media/5a802aa9e5274a2e8ab4e926/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

County Lines

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

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

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

[Criminal exploitation of children, young people and vulnerable adults - county lines \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools who are involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made.

Notifications must contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

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

Safer Recruitment

It is vital that schools create a culture of safe recruitment and, as part of that we adopt recruitment procedures that help deter, reject or identify people who might abuse children. Please refer to our Safer Recruitment Policy, Employment of Ex-Offenders Policy and Keeping Children Safe in Education, Sept 2025.

Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children (see Keeping Children Safe in Education September 2025).

School staff are aware of this and consider extra pastoral care for individuals.

[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children>

Sexting

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

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

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

- have a long distance or online relationship with someone and want to have a sexual relationship with them;
- feel proud of their body and want to share it with other people.

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

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

Trafficking - Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

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

Children are trafficked for:

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

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

Signs of child trafficking

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

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents

- gives a prepared story which is very similar to stories given by other children.

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

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

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

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

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

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

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

Reporting concerns

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

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/>

<https://assets.publishing.service.gov.uk/media/6659a22316cf36f4d63ebcc3/Modern+Slavery+Statutory+Guidance+EW+and+Non-Statutory+Guidance+SNI+v3.10.pdf>

Upskirting

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

Appendix 1

Designated Safeguard Lead Job Description 2025

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

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

Manage referrals

The designated safeguarding lead is expected to refer cases:

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

Work with others

- The designated safeguarding lead is expected to:
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK](#)
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the

named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health 173
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. 156 This includes:
 - o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Training, Knowledge and Skills

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements¹⁵⁷
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes • are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers¹⁵⁸
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

Providing support to staff

- Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Raise Awareness

The designated safeguarding lead should:

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

Information sharing and managing the child protection file

- Information sharing and managing the child protection file The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required. Lack of

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

Holding and sharing information

- Holding and sharing information The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE25, and therefore the designated safeguarding lead should be equipped to:
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Understanding the views of children

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

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

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

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Role Description for the Safeguarding Governor

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in this school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body. It is recognised that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our schools but it should not be underestimated that your role is that of a 'senior manager' of a school with accountability befitting such a significant responsibility.

Your role as Nominated Governor for Safeguarding is to:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and whistle blowing policies.
- Ensure there is a suitably qualified, trained and supported Designated Lead who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitably qualified, trained and supported Deputy Designated Lead who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DDSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.
- Ensure that school staff training is up to date.
- Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe children feel when in school.
- Ensure the voice of children is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families
- Ensure the safeguarding agenda is embedded in the ethos of the school.
- Monitor progress against any outstanding actions on the governing body safeguarding audit tool and other local authority review.
- Report at governors' meetings

Appendix 2

Recognising signs of Child Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

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 Children's Services

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or failure to attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

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

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

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 3 – SAFEGUARDING CONCERN FORM

Name of child/young person:

Date of Birth:

Parent's/Carers name(s):

Home address (and phone number if available):

Are you reporting just your own concerns or passing on those of somebody else? Give details:

Brief description of what has prompted your concerns: include dates, times, etc. of any specific incident:

Any physical signs? Behaviour signs? Indirect signs?:

Has the child spoken to you? If so, what was said? – Use their words

Name, time and date reported to member of safeguarding team

Signature of person reporting concern:

Date and time:

Signature of member of safeguarding team receiving concern:

Appendix 4 – Uley School EARLY HELP OFFER

Early Help for Children and Families at Uley Primary School

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse KCSIE 2025.

At Uley Primary School, we understand that family life doesn't always run smoothly and that there are many challenges that can arise. Our offer of early help is about a consensual agreement with parents and carers to work with partners, to help children, young people and their families deal with their issues as early as possible. We do this by providing information and advice and by signposting families to other services that can provide support, or making a referral. Every family is different and each needs options from which to choose, so that concerns can be reduced or prevented from growing or becoming entrenched.

Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)	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. This service can give family support and advice: information about options for childcare; information about schools; information that young people can access and a guide to activities happening in Gloucestershire. Contact the Family Information Service (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, including the local authority's SEND local offer of help and support. www.glosfamilies.org
GSCP (Gloucestershire Safeguarding Children's Partnership)	Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. Gloucestershire Safeguarding Children Partnership (GSCP) - Gloucestershire Safeguarding Children Partnership
Safeguarding	The Designated Safeguard Leads are Mrs Zoe Mandeville, Miss Laura Davies, Miss Abby Spain, Mr Martin Bragg and Mr Mark Easy (Governors). We ensure that there are rigorous systems in place and that all staff are kept aware of safeguarding issues, to ensure that our children are kept safe. We always act in the best interests of the child.
Pastoral Care	Our staff are available to meet to discuss any family, attendance or welfare issues which may be affecting individual children. All staff are vigilant and raise concerns whenever they have a concern about a child's health, learning, how they present in class, approach to work, or how they behave and get on with their friends. In this way we can plan to provide early support for the child and, where appropriate, the family.

Pupil Voice	We take time to listen to children's concerns, which can be expressed in the following ways: • making suggestions through the School Council • Gloucestershire's Healthy Living and Learning online survey discussions with key staff about the support they receive • direct requests for adult support • encouragement to express their views and feelings through Circle Time and Personal, Social, Health and Emotional lessons. • children complete e-safety questionnaires and results are analysed to inform focused provision. • our local School Beat Officer visits regularly and conducts assemblies on e-safety and stranger danger • children complete questionnaires regularly • the children have access to a worry box and are encouraged to speak to school staff • My Journeys and My Profiles • an adult speaking with the child We create a culture of listening and reassure children that they are being taken seriously and that they will be supported and kept safe. We also listen to parents' concerns. If things aren't quite right at home, we encourage parents to come and speak to us so that we can take into consideration how this may be impacting on the child's learning. As well as parents' evenings and review meetings, there are opportunities to talk with staff, speak to a member of staff to make an appointment.
Behaviour	Our Behaviour Policy is built around our Core Christian Values of Wisdom, Friendship, Compassion and Trust. We encompass an ethos of mutual respect and tolerance throughout the school. We have anti-bullying week annually and work with children to know how to identify what is bullying and what being unkind is.
Attendance	Attendance is closely monitored at Uley Primary School. Poor attendance and lateness is addressed by meeting with the parents to look at reasons behind this. We work with parents to improve attendance and follow the procedures for children missing education. The school operates a first day response system
Special Educational Needs	The SENCo and staff work with children and families with additional needs and can request support when necessary and when agreed, to many different agencies including for example, speech and language therapists, advisory teachers, educational psychologists, health workers and occupational health services – see SEN Local Offer.
PSHCE /RSE SMSC curriculum	Other specific topics helping children stay safe covered within the curriculum include(age appropriate content): Relationship and Sex Education: Children in Y5 and 6 have formal Relationship and Sex education – discussing puberty, changes, personal hygiene. Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of children from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't

	such a thing as a typical girl or a typical boy. Understanding and acceptance of others different to us, including those with different religions. Drugs: Alcohol, Smoking and illegal drugs. Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); How to respond to an emergency
E-safety/online safety	E-safety is a key part of the ongoing (PSHE/SMSC/RSE) curriculum. -PACE (Parents Against Child Exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info / and CEOP https://www.ceop.police.uk/ (Child Exploitation and Online Protection). • Childline for free and confidential advice • UK Safer Internet Centre to report and remove harmful online content • CEOP for advice on making a report about online abuse
Bullying (including cyber-bullying)/child death/suicide prevention	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 or 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. Every year we take part in Anti – bullying week (Nov) and all children contribute to the school's policy about how we can stop bullying. A very useful website is the anti-bullying alliance - http://www.anti-bullyingalliance.org.uk/ In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: https://www.gloucestershire.gov.uk/gscp/ (Gloucestershire Safeguarding children's Partnership) http://www.bullying.co.uk Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.
Hate Incidents/Crime	Hate Incidents/Crime Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with children and their families (08 08 16 89 111 Home - Victim Support). Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 www.restorativegloucestershire.co.uk)
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment	Within Gloucestershire locality Family First Plus teams provide multi agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. The school will work with a range of agencies and attend relevant meetings.
Drug concerns	www.infobuzz.co.uk : 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.

Mental health concerns	Referral to school nurses may be appropriate. • Referral to CAMHS(Child and Adolescent Mental Health Services) 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)	CSE screening tool (can be located on the GSCP website: This should be completed if CSE suspected. Further information: PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
Domestic violence	The GSCP (Gloucestershire Safeguarding Children's Partnership) have information The Domestic Abuse Act - Gloucestershire Safeguarding Children Partnership 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). Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk or • Call the police (999 in an emergency or 101 for a non-emergency situation). or contact any of the national support help lines: • National Domestic Violence Helpline (0808 2000 247). • National Centre for Domestic Abuse (0844 8044 999). • Men's Advice Line (0808 801 0327). MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed as 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.
Fabricated and induced illness (FII)	http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in the school's Safeguarding Policy
Faith abuse	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document 'national action plan to tackle child abuse linked to faith or belief.' Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk.
Female genital mutilation (FGM) Breast Ironing	http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. Staff have received training in recognising and preventing FGM. - E-learning package- http://www.fgmelearning.co.uk/ for staff or professionals (free home office e-learning)

	Similarly to FGM, breast ironing is classified as physical abuse therefore professionals must follow their Local Safeguarding Children's Board Procedures.
Forced marriage	The SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau). Other contacts include: UK Forced Marriage Unit - fmu@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency. www.gov.uk/stop-forced-marriage for information on Forced Marriage. <i>Visit Home Office website to undertake Forced Marriage e-learning package</i> https://www.gloucestershire.gov.uk/gscp/ Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information https://www.gov.uk/forcedmarriage www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.
Gender-based violence/violence against women and girls (VAWG)	www.gov.uk Home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770
Honour based violence (HBV)	The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247
Private fostering	http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. 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; step-parents, siblings, brothers or sisters of parents or grandparents).
Preventing Radicalisation and Extremism/HATE (PREVENT duty)	The counter-terrorism and Security Act 2015 require specified authorities (including all schools) to have due regard to the need to prevent people being drawn into terrorism. The 'Advice on the Prevent Duty' publication from the Department for Education explains what governors and staff can do if they have any concerns relating to extremism.

	The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Information can be found at: www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. All teachers have had online training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. If you see extremist or terrorist content online it should be reported via https://www.gov.uk/report-terrorism. Other contacts: PC Adam Large, Gloucestershire Constabulary PREVENT officer: tel 101 Anti-Terrorist Hotline: tel 0800 789 321 Prevention Uley 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'. E-safety is an important aspect of the curriculum to keep children safe from radicalisation. Children need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet and the dangers of speaking to strangers online. Uley also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let's talk about it is an excellent website for parents www.itai.info/ as is www.preventtragedies.co.uk While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support children who may be vulnerable as part of wider safeguarding responsibilities.
Sexting	http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting (NSPCC website). Childline https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/
Trafficking	Serious crime which must be reported to the Gloucestershire Police. 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.
Children who run away (missing persons/missing children)	Contact: Telephone 101 (Gloucestershire Police). GSCP Missing Children Protocol Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care ASTRA (Gloucestershire) The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The

	project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 08003894992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (01452 541599).
CME (Children missing education)	Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360. 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'. 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. It is the responsibility of the Education Entitlement 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). The Inclusion Team at Gloucestershire County Council will also liaise with partner agencies and other Local Authority schools across Britain to track children 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.
Work with agencies We work with a number of local agencies who can provide support for families including: Gloucestershire Healthy Living and Learning Team School Nurse/Health Visitor/GP Community Paediatrics/Speech and Language Therapy/Occupational Health/ Physiotherapy/ Continence Clinic CYPS (Children and Young People's Services) Educational Psychology/Advisory Teaching Service Community social worker/ Families First plus Team Local community policy officer GDASS (Gloucestershire Domestic Abuse Support Service) MASH (Multi-Agency Safeguarding Hub) Early Help for Sexual Exploitation Faith Abuse- Gloucester Diocese Housing Associations Family Lives NSPCC GSCP (Gloucestershire Children's Safeguarding Partnership)	

Virtual School for Children in Care

Links with support charities, where necessary, such as Allsorts, parent partnership and Winston's Wish

The Door Youth Project

Young Carers

<https://www.gloucestershire-pcc.gov.uk/victim-services/>

This policy will be reviewed annually.

Useful Websites and Numbers

Attendance www.gov.uk/government/publications/school-attendance

Bullying including cyberbullying www.gov.uk/government/publications/preventing-andtackling-bullying

Children missing from Education www.gov.uk/government/publications/children-missingeducation

Child missing from home or care www.gov.uk/government/publications/children-who-runaway-or-go-missing-from-home-or-care

Child Sexual Exploitation (CSE) www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Domestic violence www.gov.uk/domestic-violence-and-abuse

Drugs www.gov.uk/government/publications/drugs-advice-forschools

Fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-inwhom-illness-is-fabricated-or-induced

Faith abuse www.gov.uk/government/publications/national-actionplan-to-tackle-child-abuse-linked-to-faith-or-belief

FGM www.gov.uk/government/publications/female-genital-mutilation-guidelines

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation

Forced marriage www.gov.uk/forced-marriage

Gangs and youth violence www.gov.uk/government/publications/advice-to-schoolsand-colleges-on-gangs-and-youth-violence

Gender based violence www.gov.uk/government/policies/violence-againstwomen-and-girls

Gloucestershire Safeguarding Children's Partnership [Gloucestershire Safeguarding Children Partnership \(GSCP\) - Gloucestershire Safeguarding Children Partnership](http://GloucestershireSafeguardingChildrenPartnership(GSCP)-GloucestershireSafeguardingChildrenPartnership)

Hate www.educateagainsthate.com/

Information Sharing www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Keeping Children Safe <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental health www.gov.uk/government/publications/mental-health-andbehaviour-in-schools--2

Missing children and adults strategy www.gov.uk/government/publications/missingchildren-and-adults-strategy

Prevent www.gov.uk/government/publications/prevent-duty-guidance

Private fostering www.gov.uk/government/publications/children-act-1989-private-fostering

Sexting www.ceop.police.uk/Media-Centre/Pressreleases/2009/What-does-sexting-mean/

Teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-isrelationship-abuse/

Trafficking www.gov.uk/government/publications/safeguardingchildren-who-may-have-been-trafficked-practice-guidance

Working Together to Safeguard Children

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

National Child Protection Agencies

NSPCC: 0808 800 5000 www.nspcc.org.uk

Childline: 08001111 www.Childline.org.uk

Kidscape: 08451 205 204 www.kidscape.org.uk

National Mental Health Agencies

Young Minds: 0808 802 55444 www.youngminds.org.uk

Mental Health Foundation: 020 7803 1100 www.mentalhealth.org.uk

Mind: 0845 766 0163 www.mind.org.uk

Parents'/Carers support Agencies

ParentlinePlus: 0808 800 2222 www.parentlineplus.org.uk

National Internet Safety Agencies

ChildNet International: www.childnet.com

Child Exploitation and Online Protection: 0870 000 3344 www.ceop.gov.uk

Think U Know: 0870 000 3344 www.thinkuknow.co.uk

Record of policy reviews
Jan 16, Nov 16 Sept 17, Nov 18, Sept 19, Sept 20, Sept 21, Sept 22, Sept 23, Sept 24

Safeguarding Policy

Abbreviations

APS	Alternative Provision Schools
ASTRA	Alternative Solutions to Running Away
CEOP	Child Exploitation and Online Protection
CME	Children Missing Education
CSE	Child Sexual Exploitation
CYPS	Children and Young People's Service
DBS	Disclosure and Barring Service
DCPO	
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DfE	Department of Education
EEI	Education Entitlement and Inclusion Team
EHE	Elective Home Education
FGM	Female Genital Mutilation
FII	Fabricated and Induced Illness
FIS	Family Information Service
GCC	Gloucestershire County Council
GDASS	Gloucestershire Domestic Abuse Support Service
GDPR	General Data Protection Regulations
GSCP	Gloucestershire Safeguarding Children's Partnership
HBV	Honour Based Violence
KCSIE	Keeping Children Safe in Education
LA	Local Authority
LADO	Local Authority Designated Officer
MARAC	Multi Agency Risk Assessment Conference
MASH	Multi-Agency Safeguarding Hub
NEET	Not in Education, Employment or Training
NSPCC	National Society for the Prevention of Cruelty to Children
PACE	Parents Against Child Exploitation
PCSO	Police Community Support Officer
PSHCE	Personal, Social, Health and Citizenship Education
PTSD	Post-Traumatic Stress Disorder
SARC	Sexual Assault Referral Centre
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SCR	Serious Case Reviews
SCR	Single Central Record

SMSC	Spiritual, Moral, Social and Cultural Education
SPOC	Single Point of Contact
RSE	Relationship/Sex Education
VAWG	Violence Against Women and Girls