



Child Protection and Safeguarding Policy

Review Date: September 2025


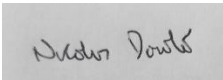
Next review Date: September 2026

Adopted by the Governing Body on: 22nd Sept 2025

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

VERIFICATION CERTIFICATE

Document Title:	Policy
Issue:	4
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Position:	Designated Safeguarding Lead
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Date:	31.8.25
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Position:	Chair of Governors
Signature:	
Date:	22/09/25

DOCUMENT ISSUE/AMENDMENT HISTORY

(previous versions not numbered nor amendments noted)

Issue	Date	Amendment
1	4.10.22	Policy reviewed and updated for full Governor ratification
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3	13.9.24	Policy reviewed and updated for full Governor ratification
4	31.8.25	Policy reviewed and updated for full Governor ratification – updates are highlighted in red

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Section 1 - Introduction

At Cirencester Primary School and Nursery (hereafter referred to as Cirencester Primary School or the School), the governors and staff fully recognise the contribution the school makes to safeguarding children. At Cirencester Primary School we are committed to safeguarding children and young people and 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. At our school, pupils 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 to get help when they need it. The school assesses the risks and issues in the wider community when considering the wellbeing and safety of its pupils. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2023 and Keeping Children Safe in Education 2025.

As the NSPCC says - Everything we do protects children today and prevents abuse tomorrow, to transform society for every childhood

The aims of this policy are to:

- confirm that the pupils' mental and physical development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, neglect and exploitation
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse, neglect or exploitation
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended services or provide any other before and after school activities
- emphasise the links with the school's policy for safer recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with all parts of the Gloucestershire Safeguarding team and other agencies and, where appropriate with similar services in neighboring authorities.

Other policies and procedures that are closely linked and need to be read alongside this policy are:

- *Anti-bullying and Hate*
- *PSHE (soon to be known as Life Skills)*
- *Behaviour*
- *SEND*
- *Safer recruitment*
- *Allegations management*
- *Looked after children*
- *Online safety*
- *Staff conduct policy*
- *Child on Child Abuse*
- *Equality*
- *Sex and Relationships*
- *Acceptable Use*
- *Attendance*
- *Whistle Blowing*

Keeping Children Safe in Education 2025 states that 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.

The Governing body should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Life Skills and through sex and relationship education (SRE).

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children December 2023, Keeping Children Safe in Education September 2025 and the South West Child Protections Procedures.

Section 2 – Statutory guidance

Working Together To Safeguard Children 2023 and Keeping Children Safe in Education 2025

Statutory duties that apply to schools:

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- That the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2023*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to ensure additional support to children subject to child protection plans. **Please see the School's offer of Early Help document in section 16 of this policy.**
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- Ensuring that there are procedures in place to handle allegations against other children
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Gloucestershire Safeguarding Children's Partnership (GSCP)
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with children (Part 3, Keeping Children Safe in Education 2025 including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check)
- All volunteers who take part in a regulated activity with children **MUST** have an Enhanced DBS check
- Appropriate supervision and support for staff. All staff members should also receive appropriate child protection training which is regularly updated
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- **When pupils attend an alternative provision, school are responsible for obtaining written confirmation of SR checks for AP staff, know the exact location of students during school hours and review AP placements half-termly to ensure safety and suitability.**
- Teachers must be aware of their duty to safeguard children's mental and physical wellbeing and maintain public trust, and all staff of their responsibility to provide a safe environment, identify those in need and take action in line with government guidance

- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education September 2025 as well as Annex B. Staff must sign to say that they have read and understand the guidance and agree to follow it.** Governors have stated that all school staff must read Part 1 of the guidance even if they are not working directly with children, as opposed to Annex A of the guidance.
- Ensure that there is an effective Child protection and safeguarding policy in place together with a staff code of conduct policy. Both should be provided to all staff –including temporary staff and volunteers – on induction
- All professionals should have regular reviews of their own practice to ensure they improve over time
- All schools have to be compliant with the requirements of the GSCP, this includes regular auditing of child protection procedures
- Clear policies in line with those from the GSCP for dealing with allegations against people who work with children, including how low level concerns will be recorded and dealt with. 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

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process
- Any allegation should be reported immediately to the Headteacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police
- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below:

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

Section 3 - Safe School, Safe Staff

Cirencester Primary School follows the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the Department for Education to:

- ✓ Ensure we have a Designated Safeguarding Lead (DSL) and DDSL (Deputy Designated Safeguarding Lead) who have received appropriate training and support for this role and a job description for their role in place.
- ✓ Ensure we have a designated teacher for LAC (Looked after Children and previously Looked after Children) and that this person is appropriately trained.
- ✓ Ensure we have a nominated Governing Body member responsible for child protection who has received appropriate training.
- ✓ Ensure we have a nominated member of the Governing Body who is responsible for LAC (Looked after Children and previously Looked after Children) and has received the appropriate training.
- ✓ Ensure every member of staff (including temporary and supply staff and volunteers) and the management committee knows the name of the designated senior staff responsible for child protection and their role.
- ✓ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (or taking immediate action if appropriate).
- ✓ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- ✓ Notify the relevant social worker if there is an unexplained absence of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- ✓ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- ✓ Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- ✓ Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or management committee members.
- ✓ Ensure safe recruitment practices are always followed.
- ✓ Ensure that all staff have read and understood this policy and Part 1, Part 5 and Annex B (Further Information) of Keeping Children Safe in Education 2025.

Training to support this:

- All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Partnership), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- Additional training opportunities are offered as the opportunities arise.
- Safeguarding and child protection matters are a standing agenda item for all Governing Body meetings, SLT meetings and staff meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- All new staff receive safeguarding induction training within their first 7 days.
- All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1.
- The Headteacher, DSL and DDSL receive e-mails alerts from GCSB and GHLL and if/when appropriate these are shared with staff at the earliest opportunity.

Section 4 - Responsibilities

a) Designated Safeguarding Leads

The trained designated leads (senior leaders) for child protection are:

- 1 Mrs Ceri Baggus (ceribaggus@cirencester-pri.gloucs.sch.uk, 01285 658550)
- 2 Mrs Jo Smith (josmith@cirencester-pri.gloucs.sch.uk, 01285 658550)

The DSL is responsible for the safeguarding of and child protection at Cirencester Primary school.

The DSL and deputy DSL will:

- Have their roles explicitly defined in their job descriptions
- During school hours and term time, will always be available to discuss safeguarding concerns (KSiE25)
- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Undergo updated child protection training every two years
- Liaise in accordance with the GSCP procedures when referring a pupil where there are concerns about possible abuse or harm
- Be able to access the contents of the GSCP procedures and make these accessible to all staff
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children (through leaflet given out by office staff)
- Understand the filtering and monitoring systems and processes in place in school
- Support staff who attend strategy meetings and/or case conferences
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- Ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'in care'
- Ensure electronic records of concerns are kept on My Concern, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- Ensure that all child protection records are marked as such and kept securely locked or, and if these are stored electronically are accessible on a need to know basis only
- Ensure that pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- Ensure that all absence letters are received and stored by the office staff, and that if there are concerns about attendance and a pupil's wellbeing and safety, the relevant person is contacted
- Ensure that if a pupil has a Child Protection Plan and is absent without explanation the DSL is contacted and lets the allocated social worker know.
- Ensure that phone calls about absences are logged in My Concern
- Ensure that records are monitored for patterns and appropriate action is taken
- Ensure that where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is forwarded under confidential cover (through Egress or My Concern transfer) and separate from the pupil's main file to the designated lead for child protection in the receiving school
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Provide additional support for children in need who have welfare, safeguarding and child protection issues which might be impacting on attendance, engagement and achievement in school.
- Ensuring support for those children who have or have had a social worker.
- Ensure that where a pupil has a **child protection plan** and transfers to another school:
 - the designated lead in Safeguarding is informed immediately
 - their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
 - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

b) The Governing Body

The Governing Body will ensure that:

- There is a trained link governor(s) for child protection and children in care who will attend training/updates every three years. This person is Nic Dowler (ndowler@cirencester-pri.gloucs.sch.uk).
- All members of the Governing Body must complete Safeguarding and child protection training at induction, which should equip them with the knowledge to provide strategic challenge to staff. They will also complete additional safeguarding training as directed by the DSL. See paragraph 79 of **KCSiE25**. Governors appointed since September 2022 will need to do strategic training in addition to their level one online operational training to meet the requirements.
- A member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher
- The school has a Child protection and safeguarding policy, staff code of conduct policy and child protection procedures in place. It will also ensure that the school operates safer recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with GSCP procedures
- The school create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. **Keeping Children Safe in Education 2025**)
- At least one member of an appointing panel will have attended safer recruitment training
- They appoint a member of staff of the School's Leadership Team to the role of Designated Safeguarding Lead
- The school keeps an up to date single central record
- They monitor adequacy of resources committed to child protection, and the staff and governor training profile
- They recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- The Child protection and safeguarding policy is available to parents on the school website and a paper version is available on request
- This policy and practice complement other policies e.g. Anti-bullying and hate (including cyber bullying), Child on Child abuse, Acceptable Use policy, Online safety, Children in Care, PSHE (soon to be known as Life Skills).

c) Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body, including Safer working practice guidance, are followed by all staff
- The policy will be updated annually, and be available publicly either via the school website or other means
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- A list of all staff and volunteers, and their safeguarding training dates is maintained
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- He/she undergoes child protection training which is updated regularly, in line with advice from GSCP
- He/she contacts the Local Authority Designated Officer (LADO) where there are concerns about a member of staff

d) Responsibilities of all staff

1. All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:
 - The school Child Protection and Safeguarding policy (this document)
 - Child on Child abuse policy
 - Keeping Children Safe in Education 2025
 - Working together to safeguard children 2023
 - Acceptable Use Policy
 - Health and Safety Policy
 - 'Guidance for safer working practice for adults who work with children and young people'
 - Safeguarding children quick reference guide for new school staff or volunteers at school
 - The school Behaviour Policy
 - Anti-bullying and Hate Policy
 - Guide to Safer working practice guidance Feb 22
 - Staff code of conduct
 - Whistleblowing policy
 - Role and responsibilities of the Designated Safeguarding Lead
 - Online Safety policy
 - Safeguarding response to children who go missing from education (Updated March 2024)

The above documents are given to staff and volunteers on induction, and annually thereafter, and staff sign to say that they have read and received them. Paper versions of these documents are stored in communal safeguarding files as well as electronically on the shared network. Other useful information, including the Safeguarding Children Handbook published by the Gloucestershire Safeguarding Children's Partnership (GSCP), can be found online at <https://www.gloucestershire.gov.uk/gscp/>. Staff should be aware of this website.

At Cirencester Primary School we all work together and all take responsibility for safeguarding. The roles and responsibilities of the designated senior staff for safeguarding are detailed earlier in this section.

2. All staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in the school. In doing so they should seek advice and support as necessary from the DSL/DDSL and other senior staff members if designated staff are not available.

3. All Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

4. All staff are also expected to:

- Undertake and engage with regular training on Child Protection and safeguarding. This includes safeguarding induction training, GSCP whole service child protection training every three years, annual safeguarding update training from DSL/DDSL and any other training (including online) as directed by the DSL.
- Be able to identify signs and symptoms of abuse, neglect and exploitation
- Be able to identify children in need of extra help or at risk of significant harm.
- Be able to support social workers in making decisions.
- In the case of FGM (Female Genital Mutilation) a member of teaching staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).
- Know how to make referrals to MASH (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSL.
- Respond appropriately to disclosures from children and young people. Staff should not assume that someone else is taking action and always share information that might safeguard a child.

Section 5 - Reporting concerns to the designated leads

Any urgent concern should be discussed in the first instance with *one of the designated leads or in their absence the Headteacher*, as soon as possible. **In the case of a disclosure from a child written details of the concern should be recorded.** Details of any safeguarding concern should be recorded on the schools online system, 'My Concern'. (Visitors to the school are provided with information relating to our safeguarding practices and are asked to complete a hard copy form available from our school office if they wish to log or raise a concern (Appendix 3)

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to the MASH (01452 426565) immediately. After an initial conversations, professionals will need to complete a written referral to the MASH for Children's Services by completing a MARF on the [Liquid Logic portal](#). Immediate response to the pupil:

It is vital that our actions do not abuse the pupil further or prejudice further enquiries:

- Listen to the pupil, if you are shocked by what is being said, try not to show it
- It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them or to photograph the bruises

If a disclosure is made,

- Accept what the pupil says
- Stay calm - the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "What did s/he do next?" It is our role to listen - not to investigate
- Use open questions such as "Is there anything else you want to tell me?" or "yes?" or "and?"
- Be careful not to burden the pupil with guilt by asking questions like "Why didn't you tell me before?"
- Acknowledge how hard it was for the pupil to tell you
- Do not criticise the perpetrator, the pupil might have a relationship with them
- Do not promise confidentiality; reassure the pupil that they have done the right thing. Explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "It will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Record this on My Concern.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow" **Do not take photographs**
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Section 6 – The Child Protection referral process

The GSCP (Gloucestershire Safeguarding Children Partnership) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated (<https://www.gloucestershire.gov.uk/gscp/>). Posters of the referral process are displayed in the school staff room for all staff to see.

In general the following process applies:

1. A member of staff should raise any urgent concern with the DSLs or DDSL verbally. **My Concern should be completed** where possible next steps will be discussed.
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention windscreen and guidance on the GSCP website.
3.
 - a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact The MASH on 01452 426565 or in an emergency always call 999.
 - b) In some cases the concern will be logged but no further action taken at the time. The reason for this decision should be recorded. The DSL/DDSL will ensure that the pupil is closely monitored to make sure that no further concerns arise. Any further concerns will be discussed and this process followed again from the beginning.
 - c) For some concerns an offer of 'Early Help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
 - d) It may be decided that a referral to The MASH is appropriate.
4. Staff should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation). Professionals should contain written consent from parents using the Single Consent Form where possible.
5.
 - a.) If a referral is made to the children's helpdesk basic information is given. School will then be asked to complete a MARF (*Multi Agency Referral Form*) on the GSCP portal. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.
 - b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):
 - c) Child in need of services (section 17) services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
 - d) Child in need of Protection (a Section 47 enquiry) is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

Section 7 - Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- Our Life Skills (previously called PSHE) programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to:
 - Safely explore their own and others' attitudes
 - Treat others with respect and what may constitute not doing this; including anti-bullying, cyberbullying, avoiding prejudices against others for differences in lifestyles and views
 - How to be safe in relationships with others
 - Recognise and manage risks in different situations and how to behave responsibly
 - Judge what kind of physical contact is acceptable and unacceptable
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - Use assertiveness techniques to resist unwanted pressure
 - Understand what constitutes a healthy and safe lifestyle, including drugs education
 - Be safe when on the internet
- Pupils' mental health and mindfulness is a current priority for the school to develop further and the curriculum supports this by dedicating the whole of the summer term Life Skills teaching to Health and Wellbeing.
- Online Safety is taught throughout the year in all year groups and the progression within this area has been carefully mapped out by the Computing Lead.
- Additional events to promote a Safeguarding culture within school and further improve pupils' knowledge are organised such as NSPCC assemblies and workshops, Safer Internet Day, In the Net drama performances and on-line safety assemblies.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame. KCSiE25 states that children may not feel ready or know how to tell someone they are being abused.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
 - Discussing child protection cases with due regard to safeguarding the pupil and his or her family
 - Supporting individuals who are or thought to be in need or at risk in line with GSCP procedures
 - Providing pupils with a safe environment where they feel confident to report abuse, , knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.
 - Encouraging self-esteem and self-assertiveness
 - Challenging and not condoning aggression, bullying or discriminatory behaviour
 - Promoting a caring, safe and positive environment.
 - Providing 1-1 emotional support through assigned TAs / Nurture support where necessary.

Section 8 - Confidentiality

- A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will maintain this confidentiality.
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.
- The DSL will also liaise with outside services, such as after-school club providers, to inform them of information concerning their pupils where appropriate.

Staff must be aware that:

- They cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.
- Where there are concerns about a pupil's welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated safeguarding lead with a view to passing on the information.

Section 9 - Working with parents/carers

- Parents and carers play a vital role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to The MASH.
- Where there are any doubts, the designated lead should clarify with The MASH whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding what actions to take (including informing the parents/carers of their concerns) and what services to provide, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. WT 2018

- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- The school aims to support parents by providing a wealth of safeguarding information on the school website as well as details about our offer of Early Help. Regular information is also included in school newsletters about events such as Safer Internet afternoon. Parents are invited to attend workshops to further support them, for example Online Safety workshops with NSPCC.
- Information about the teaching of RSE and Mental Health units is sent home to parents prior to the unit being taught and parents are given the opportunity to view lesson planning for the unit and ask questions should they wish to.

Section 10 – Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help to children and young people (Annex B, Keeping Children Safe in Education 2025) who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

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

Each school has members of staff who have been fully trained in liaising with police and Children's Social Care when required and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident.

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

In signing up to Gloucestershire Encompass the Governing Body 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.

Section 11 - Safer Recruitment

Safer recruitment is a vital aspect of child protection. The school has a separate safer recruitment policy which follows guidance from The Children's Workforce development Council (CWDC). References are taken up before interviews and safer recruitment practice is followed in full.

In line with government guidance, all interview panels will contain at least one member of staff/Governor who has completed Safer Recruitment training. No member of staff or volunteer in a regulated activity will be left alone with children until the DBS check has been completed. The following members of staff and Governing body have up to date Safer Recruitment training.

- Maria Miles (Headteacher)
- Ceri Baggus (Designated Safeguarding Lead)
- Jo Smith (Assistant Headteacher)
- Casey Clapton (SENCo)
- Nic Dowler (Chair of Governors)

Safer Working Practices The guidance for safer working practice for adults who work with children and young people in education settings can be found on the GSCP website in the safeguarding in education section. A copy of this guide is given to all staff on induction and also forms part of the annual updates to staff. This guidance was updated in February 2022 and the updated guidance was shared with staff as part of the Safeguarding INSET day training in September 2023 and reminders were given in September 2024 and 2025. A copy of this guide is also kept centrally in the staff room as well as electronically on the school shared network for all staff to access.

Section 12 - School trips, visits and journeys

Cirencester Primary School has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits. Safeguarding is a critical part of all offsite visits and journeys. Governing Body has delegated the consideration and approval of offsite visits and activities to Mrs Jo Smith. Before a visit is advertised to parents, the initial plan will be approved. She will also approve the completed plan and risk assessments for the visit before departure.

Staff must discuss any potential off-site visit plans with Jo Smith on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by the Headteacher. Please refer to the **Offsite Visits Policy** for full details.

Section 13 – Child on child abuse

Page 10 of Keeping Children Safe in Education 2025 states that ‘All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.’

At Cirencester Primary School, we recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. This is most likely to include, but not 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
- sexual violence and sexual harassment (see Part 5 of KCSiE25)
- physical and sexual may include an online element that facilitates, threatens and/or encourages physical or sexual abuse or violence
- gender-based violence
- upskirting
- consensual and non-consensual sharing of nudes or semi-nudes images and/or videos (sexting) – see below for more information
- causing someone to engage in sexual activity without consent
- initiation-type violence and rituals.

We have a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously. We also recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

At Cirencester Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. At Cirencester Primary School, we have ensured that we have included many preventative measures through our curriculum which are detailed in section 7. Please see our Child on Child abuse policy for more details of how we prevent child on child abuse in our school.

Please also see our Child on child abuse policy for:

- full details of the different forms which child on child abuse can take
- our procedures to minimise the risk of child on child abuse
- the systems in place for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child on child abuse will be recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported

Consensual and non-consensual sharing of nudes or semi-nudes images and/or videos (sexting)

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) published in 2020: ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’.

Keeping Children Safe in Education 2025 includes section 5 entitled ‘Child on Child Sexual Violence and Sexual Harassment’ which includes guidance on how to respond to reports of sexual violence and sexual harassment; including effective safeguarding practice and principles for schools to consider in their decision-making process, how to assess risk, what to consider and processes to be followed, including referrals to Children’s Social Care and the Police. Please see this document for more details. All staff are expected to read this section along with Part 1 and Annex B of KCSiE25.

Section 14 - Allegations Management

All staff are provided with the flow chart below and understand the process to follow if they have concerns about a member of staff. All school volunteers are provided with a quick reference guide to safeguarding on their first visit to school which also contains this key information.

Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against, or related to a child.
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Then that professional should then report their concerns to the most senior person not implicated in the allegation. Where an allegation is made against the Headteacher (or there is a conflict in interest in reporting it to the Head teacher), the person making the allegation must inform the Chair of the Governing Body, who will inform the Local Authority Designated Officer (LADO).

Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.

Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the harms threshold, please complete the allegation management referral form via the GSCP website.

<https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/lado-allegations/>

The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria (referred to in KCSIE25 as 'low level concerns'), the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

Further action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2023, Part 4 KCSIE25 and the website named above.

Low level safeguarding concerns

As set out in Part 4 of KCSiE25, at Cirencester Primary School we aim to create and embed a culture of openness, trust and transparency in which our school values and expected behaviour which are set out in this policy are constantly lived, monitored and reinforced by all staff.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for causing significant harm, 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 allegations threshold or is otherwise not considered 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;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (see KCSiE25 Part Four - Section one), are shared responsibly and with the right person, 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.

Sharing low-level concerns

Low-level concerns about a member of staff should be reported to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the designated safeguarding lead, it should be shared with the headteacher. If a member of staff receives a concern from a parent or another member of staff, they should advise them to contact the DSL.

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

Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the designated safeguarding lead (or deputy), and/or headteacher, and recorded in accordance with this policy and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording and responding to low-level concerns

All low-level concerns should be recorded in writing by the designated safeguarding lead (or deputy) – see recording form in Appendix 4. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

If the concern has been raised via a third party, the designated safeguarding lead should collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved and any witnesses.

The information collected will help the DSL to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for their decisions and action taken. The individual involved, as well as the person raising the concern, will be informed of any investigations carried out and any decisions made in a timely manner.

These records will be kept confidentially by the DSL and HT, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

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 we will decide on a course of action, either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

We will retain details of low level concern at least until the individual leaves our employment but these will not be noted on references for future employment.

Section 15 - Whistle-blowing

Cirencester Primary School has as a separate **whistle-blowing policy** (part of Staff code of conduct policy) which all members of staff are aware of. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

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
- an 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.

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

Section 16 – Offer of Early Help

Early help is about children, young people and families getting the right help at the right time, before issues get worse. All children receive Universal Services however some children will need extra support in order to be healthy, safe and to achieve their full potential. Any child may benefit from early help, but all school 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)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or sexual or criminal exploitation
- is a privately fostered child
- has a family member in prison, or is affected by parental offending
- is at risk of 'honour' based abuse such as FGM or Forced Marriage
- is persistently absent from education, including persistent absences for part of the school day
- has a mental health need
- experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

We want all our children and young people, including those with Special Educational Needs and Disabilities (SEND), to achieve the best possible outcomes and receive the support they need when they need it most. The new Graduated Pathway of Early Help and Support will enable practitioners to work with children, young people and their families ensuring they receive the right support when they need it most.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Cirencester Primary school we identify pupils who might need more support to be kept safe or to keep themselves safe by providing them with a dedicated adult to speak to on a 1:1 basis.

Children and families are entitled to early help if and when they need it and we believe that families are best supported by those who are already working with them. Therefore, all teaching staff and our family support worker at school are available in a pastoral capacity should parents have a concern about anything at all. Staff may not always have the answer but will try to find out the answer or sign-post parents to other agencies who can help them. Required support may be provided through an increase in the levels of universal services, or with additional support from local partners arranged as needed.

Within Gloucestershire the Early Help Partnership is co-ordinated by Family Action but all organisations (including school and health services) working with children and young people should view themselves as part of the Early Help Partnership.

Cirencester Primary School's 'Offer of Early Help' is detailed below.

Curriculum

At Cirencester Primary School we plan a curriculum which teaches pupils how to keep themselves safe and healthy in all aspects of their lives. The ways in which we do this are detailed below:

- Our 'Life Skills' curriculum includes the following modules/learning:
- RSE (Relationships and Sex Education) – this module is taught throughout the school from Reception to Year 6, at an age-appropriate level, and teaches pupils about the body and the changes that it goes through. Parents are informed of the content of these lessons in advance and are invited to contact their child's teacher should they have any questions or concerns. **RSE and Health guidance has been revised in July 2025 ready for full introduction in schools in September 2026.**
- Mental Health – as part of the curriculum we will be teaching all pupils about how to keep the mind healthy. Again, parents will be informed of the content of these lessons in advance and will be invited to contact their child's teacher should they have any questions or concerns.
- Bullying, including cyber bullying – Cirencester Primary School are committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. We have a series of teaching resources which we share with pupils to educate them on the implications of bullying on the victim and also what to do if they ever experience bullying themselves.
- Online Safety – Pupils in all year groups are taught online safety in autumn 1 with reminders at the start of each unit of work at the beginning of each term. Our computing lead has devised a series of progressive lessons for each year group to teach them the key factors in staying safe online. Pupils also discuss a 'Pupil Acceptable Use Policy' annually where they agree to use electronic devices in school in a responsible way. Pupils are not permitted to have mobile phones on the school site; sometimes pupils carry a mobile phone if they walk to school alone but these are handed into class teachers on arrival and collected at the end of the school day.
- Within the 'Life Skills' curriculum we also teach modules such as Keeping Safe, Media literacy and digital resilience, Money and work and Belonging to a community which all help to further develop pupils' personal and social skills and understanding.
- The five aspects which make up our British Values (Democracy, Rule of Law, Individual Liberty, Mutual respect and Tolerance of different faiths and beliefs) are also taught through Life Skills, RE and assemblies.
- We offer an excellent programme of Physical Education, with all classes being taught by our specialist Sports and Games teacher. Pupils are taught about the importance of a Healthy Lifestyle, including physical activity, and this is promoted at all times within school for example through the inclusion of a variety of active opportunities at lunchtimes.
- A range of after-school clubs and activities such as cooking, story telling and drama, sports and arts are provided which further develop pupils' social, emotional and physical skills.
- As with core subjects such as maths, pupils are provided with additional academic support in Life Skills lessons should they require it to gain a full understanding of the topics being covered.
- Our assembly time is where feelings and thoughts are further explored and developed through stories about inspirational people from around the world. Spiritual, moral, social and cultural development through our bespoke set of values is purposefully planned for in each assembly.
- Values are explicitly and implicitly taught and referenced across our school curriculum.
- Class texts (novels) are chosen as they allow our pupils to explore sensitive issues which may not naturally arise in the classroom.
- In addition to our comprehension curriculum described above, we usually offer many special events to further promote how pupils can stay safe and healthy. Some examples of these are:
 - Partaking in the annual Safer Internet day where we further promote how to stay safe online.
 - NSPCC 'Speak out, stay safe' day which involves special assemblies and workshops with pupils.
 - Specialist sessions for pupils and parents from 'The Stay Safe Initiative' company
 - Parental advice sessions on pupil mental health from 'Trailblazers'
 - NHS advice hub sessions for parents to discuss concerns
 - Visits to Skillzone
 - GCC 'In the Net' performance about online safety for Y4 pupils.

Pupil Voice

At Cirencester Primary School we are dedicated to involving our pupils in making decisions about their school life by seeking their views on a range of topics and acting on their opinions and suggestions. Some of the ways in which we usually do this are detailed below:

- All pupils from Reception to Year 6 take part in regular Class Council discussions where their views are sought on a range of school issues. An example of the impact of this is the recent changes to the lunchtime provision to include more range of activities and equipment and allowing pupils to choose where and who they play with.
- Pupils take part in regular pupil conversations with subject leaders to gain their views on the teaching and learning of specific subjects. Subject leaders then use this information from pupils to help form their action plans to further develop their subjects. On occasions they also fill in questionnaires to give more detailed information on their views, for example Year 6 SRE (Sex and Relationships Education) questionnaires.
- We have a very active school council who take a leading role amongst their peers in driving forward changes within school. There is a thorough selection process in choosing these school council members. Pupils are responsible for choosing one of their class representatives with the other being chosen by the staff. Each term we have a topic that we explore during our weekly Class Council sessions, which are run by the School Council members. These sessions are linked to the British Values, wider school developments and they also discuss issues such as bullying and how our actions can have a direct effect on other people's lives.
- Where a significant change is being considered within the school, pupils' views are of paramount importance in directing the details of this change for example in developing our new behaviour policy which has recently been introduced.

Pastoral support

At Cirencester Primary School we provide pastoral support to all pupils in a variety of ways, some of which are listed below:

- We ensure that there are always open pathways of communication between staff, pupils and parents so pupils feel confident to speak to members of staff should they have any concerns or worries.
- Our positive behaviour approach is based around our school values and a values-based education. In any cases where pupils' behaviour does not follow our school values a restorative justice approach is followed.
- Year 5 and 6 pupils are given lots of roles within school to further develop their leadership skills and ability to act in a responsible and mature way. These roles include having given jobs around school, running clubs as Sports Young Leaders and taking on roles supporting the younger children in the school.
- A senior member of staff is responsible for tracking pupils' attendance regularly and offering support to parents whose children's attendance falls below the school's desired level.
- All staff have received extensive training on how to keep children safe in all areas of their lives. This includes Child Protection training, FGM, Prevent, Online Safety as well as regular updates from the school Designated Safeguarding Lead (DSL).

Cirencester Primary School provides additional pastoral support to those pupils and families who may need it. Some ways in which we do this are:

- 1:1 emotional support sessions with school teaching assistants if and when required. Pupils may access this support for a variety of reasons, sometimes just once and sometimes for an ongoing period. Teaching assistants have been provided with a wealth of activities and strategies to support pupils in these sessions and know to speak to the DSL should any safeguarding concerns be raised during these sessions.
- Nurture support from our designated Family Support Worker – meeting emotional and behavioural needs for our most vulnerable pupils as well as supporting parents with challenges they are facing at home.
- We provide courses of dog and horse therapy for selected pupils.
- We ensure that staff receive regular CPD around supporting pupils with SEMH needs for example two members of staff have recently attended 'Drawing and Talking therapy' which they will then train other staff in.
- Pupils who require support with their relationships with others are provided with social skills groups where they are provided with role models to learn from.
- We employ an external play therapist who pupils can be referred to where appropriate.

- We have funded music tuition and breakfast and after-school clubs sessions for pupils.

Support beyond universal services

All children receive Universal Services however some children will need extra support in order to be healthy, safe and to achieve their potential. Required support may be provided through an increase in the levels of universal services, or with additional support from local partners arranged as needed. Here are some examples of how Cirencester Primary School works with families to provide the additional support which they may require:

- For pupils who require additional academic support we use the Graduated Pathway to assess the level of need and provide pupils with the most appropriate plan whether this be a My Plan, a My Plan Plus or an Education, Health and Care Plan (EHCP). My Plans are shared with parents at parents' evenings and for My Plan Plus and EHCPs parents and pupils are involved in writing and reviewing the targets at regular meetings.
- The school SENCo works closely with external agencies such as Advisory Teaching Service (ATS) and Educational Psychologists (EP) who often give further advice on how to best support pupils on these plans. Other agencies include: Occupational therapists, Speech & language team, mental health specialists, school nurse and the Early years' service.
- The school Designated Safeguarding Lead (DSL), along with other members of school staff, liaise closely with other agencies within the Early Help Partnership to provide support at that earliest possible opportunity. These agencies involve Family Action, EHCo (Early Help coordinator) school nursing team and health visitors, GPs and other health professionals, Young Carers, CYPS (Child and Young Person Services), Teens in Crisis, Virtual School and Trailblazers. More information about some of these services is given in the table that follows later in this document. School can make referrals to these agencies, with parental consent, to gain the correct appropriate additional support.
- If a member of staff has a concern that a child is potentially at the risk of immediate harm they will log the concern with the DSL and on My Concern. This concern may then be referred to The MASH. They will then assess the case with the support of Social Care. Where a family is assessed to require the support of social care through a Child in Need (CIN) plan or Child Protection (CP) plan, the school DSL will work closely with the family and other agencies involved in the plan to achieve a positive outcome.
- School staff can also signpost parents and families to local projects and activities such as the Baptist Church, Wild Oaks Early Learning Centre, the Churn project and the Opportunity Group.

Support for parents

At Cirencester Primary School we believe that good communication and an honest dialogue with parents and carers is essential to build strong relationships and therefore best support pupils and their families. Some ways in which we do this are detailed here:

- An informative website and fortnightly newsletters containing a wealth of information on all aspects of school life.
- Regular parental questionnaires to gain parent and carers' views on various school related topics.
- We provide parents with regular safeguarding information on our website and an annual Safeguarding Newsletter as well as additional information from external sources such as NSPCC.
- We invite parents into school as often as possible for events such as open days to view teaching and learning, sports events, productions, topic celebration events and curriculum support sessions. We have also offered opportunities for further parental support in keeping children safe through NSPCC and 'The Stay Safe initiative' workshops on Online Safety and sessions from Trailblazers.
- We offer guidance and support to parents on how to support their children through good school attendance.
- We host fortnightly coffee mornings with the local charity 'The Churn' where we engage with our families and offer key information and support around topics such as utilising funding, gaining food bank vouchers and accessing the local holiday and food programme
- More information on services and agencies which parents may find supportive are detailed in the table below. It also includes information on some key safeguarding issues which parents should be aware of.

External agencies who can support schools and families

<p>Universal source of help for all families in Gloucestershire:</p> <p>Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact details: e-mail - familyinfo@gloucestershire.gov.uk website - https://www.glosfamiliesdirectory.org.uk/</p>
<p>Family Action</p>	<p>Within Gloucestershire Early Help Partnership (co-ordinated by Family Action) provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making a written referral. Parents must consent to a referral.</p> <p>Family Action: https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=5s6U0aXtQ2E E-mail: cotswoldchildrenandfamilycentre@familyaction.org.uk Tel: 01453 545904</p> <p>A new Children and Family Centre in Cirencester is part of plans to introduce a family hub model to Gloucestershire, to ensure families have access to the right support, at the right time, in the right place. The centre will act as a one-stop shop, offering a wide range of family support services in one location, or signposting to other services as needed.</p> <p>The new centre will be run by Family Action, which is a national charity that works from the heart of local communities across England and Wales. Knowing, first-hand, that early experiences of family stay with us, Family Action works closely with those they support, as well as through professional partnerships, to ensure they offer the right support at the right time.</p>
<p>The Churn Project</p>	<p>This is a local charity who offer a variety of quality services for local families. This includes groups from pregnancy to school age and individual support. We want to help parents make family life more manageable.</p> <p>Throughout the year the charity offer group programmes for parenting support and once a year we run the Freedom Programme for women who are victims and survivors of domestic abuse. As a small organisation we cannot offer everything to everybody but we can make referrals and recommendations for additional support.</p> <p>https://www.churnproject.org.uk/ Call: 01285 380038 Email: info@thechurn.org.uk Pop into the office: 14-16 The Waterloo, Cirencester. GL7 2PY</p>
<p>GSCP (Gloucestershire Safeguarding Children's Partnership) website.</p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. https://www.gloucestershire.gov.uk/gscp/</p>

Online safety	<p>As detailed in the curriculum section of this document, all pupils from YR-6 are taught about Online Safety. All school teaching staff have received training related to keeping children safe online. Please see our separate Online Safety policy for more information.</p> <p>Please see school website for support. Some key websites are: https://www.ceop.police.uk/safety-centre/ https://www.thinkuknow.co.uk/ https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/ https://thestaysafeinitiative.org.uk/</p>
Consensual or non-consensual sharing of nudes semi-nudes images and/or videos (Sexting)	<p>The dangers of sexting are covered in upper KS2 Online Safety curriculum and special events such as NSPCC workshops. Leaflet 'So you got naked online' is provided for parents on the school website.</p> <p>For more information and advice please see website https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</p>
Bullying (including cyber-bullying)	<p>Please see our school Anti-Bullying and Hate policy for the school procedures for dealing with cases of bullying. More advice and support for parents can be found on the following sites: https://www.gloucestershire.gov.uk/gscp/ (Gloucestershire Safeguarding children's Partnership) www.onyourmindglos.nhs.uk http://www.bullying.co.uk www.ghll.org.uk</p>
Drug concerns	<p>As previously mentioned Drugs education is covered within our PSHE curriculum and by Life Education Van visits.</p> <p>Useful websites: www.infobuzz.co.uk www.onyourmindglos.nhs.uk</p>
Mental health concerns	<p>As mentioned in curriculum section all pupils will be taught about Mental Health and how to keep their minds healthy.</p> <ul style="list-style-type: none"> • www.onyourmindglos.nhs.uk – This website is a useful resource for young people, parents and professionals in terms of help with mental health issues and where to go for help. Other useful sites: https://www.ticplus.org.uk/ and https://www.youngminds.org.uk/ • If school/parents have a concern about a pupil's mental health a referral to the school nurse may be appropriate. Parents can also visit their GP who can make a referral to CYPS (Children and Young persons services), who support pupils with mental health concerns, as well as provide support through CAMHS. <p>For children/young people/adults with existing mental health difficulties concerns should be discussed with the medical professionals already involved in their treatment. In case of an emergency call 999 or 111.</p>
Child Sexual exploitation (CSE)	<p>School professionals have access to the CSE screening tool and this will be used and completed if a case of CSE is suspected. Referrals are made to Gloucestershire social care and the Gloucestershire Police. See Appendix 2 for a list of possible signs that CSE has occurred.</p> <p>Useful websites: www.paceuk.info https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/</p>
Trafficking	<p>This is a serious crime which must be reported to the Gloucestershire LADO and 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.</p> <p>See Appendix 2 for further information on Trafficking.</p>

Domestic violence	<p>The GSCP (Gloucestershire Safeguarding Children’s Partnership) have published a Domestic Abuse pathway for educational settings which is on the GSCP website. 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 MASH (01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm.</p> <p>Support for victims - Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p>
Teenage relationship abuse	<p>As detailed in Domestic Abuse section above, if a child or young person is experiencing domestic abuse in their own relationship then the usual procedures should be followed and a referral made to The MASH (01452 426565) as well as the police. Support for victims: Gloucestershire Domestic Abuse Support Service www.gdass.org.uk</p> <p>Prevention: PINK curriculum resources (GHLL website) available to use with pupils if required are the ‘Teenage Relationship Abuse’ and ‘Give and Get’ (concerning consent).</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia.</p> <p><i>FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them to personally report it to the police. Social Care would also be informed.</i></p> <p>Please see http://www.nhs.uk/Conditions/female-genital-mutilation or Appendix 2 for more information on risk indicators and signs of abuse.</p> <p>All staff at Cirencester Primary School have undertaken training on FGM.</p>
Forced marriage	<p>This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Police should therefore be informed straight away.</p> <p>All practitioners must be aware that they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases.</p> <p>For more information visit https://www.gov.uk/forced-marriage</p>
Fabricated and induced illness (FII)	<p>Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy. For information on behaviours and motivation behind FII please visit http://www.nhs.uk/Conditions/Fabricated-or-induced-illness</p>
Faith abuse	<p>For a copy of the DfE document ‘National action plan to tackle child abuse linked to faith or belief’ please visit the following website: www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</p>
Gangs and youth violence	<p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police tel: 101). This is a task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p>

<p>Gender-based violence/violence against women and girls (WAWG)</p>	<ul style="list-style-type: none"> • See https://www.gov.uk/government/collections/ending-violence-against-women-and-girls-action-plans for the home office policy document 'Ending violence against women and girls in the UK' (June 2014). • Hope House SARC (Sexual Assault Referral Centre): 01452 754390 • Gloucestershire Rape and Sexual Abuse Centre: Contact on 01452 526770 or support@glosrasac.org.uk <p>The support workers are all women, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self-help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them online at www.onyourmindglos.nhs.uk or contact GRASAC for a free copy.</p>
<p>Honour based abuse (HBA)</p>	<p>So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Please see Appendix 2 for more information. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.</p> <p>The police have made it a high priority to help communities fight back to tackle both honour-based abuse and hate crime. For advice contact The 'Honour Network Help line': 0800 5999 247</p>
<p>Private fostering</p>	<p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step- parents, siblings, brothers or sisters of parents or grandparents). Schools have a mandatory duty to report to the local authority if they are aware or suspect that a child is subject to a private fostering arrangement.</p> <p>Parents and private foster carers both have a legal duty to inform relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.</p> <p>For more information see Gloucestershire County council website on private fostering. https://www.gloucestershire.gov.uk/fostering/types-of-fostering/private-fostering/</p> <p>Gloucestershire Private Fostering Social Worker 01452 427874.</p>
<p>Children who run away (missing persons/missing children)</p>	<p>Tel 101 for the Missing persons Coordinator, Gloucestershire Police.</p> <p>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.</p> <p>Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money.</p> <p>All other callers are asked to use the 'ordinary' number (Tel: 01452 541599).</p>
<p>Gloucestershire MAPPA (Multi-Agency Public Protection Arrangements)</p>	<p>These are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPA-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003.</p> <p>They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Chair of MAPPA – Gloucestershire Constabulary on Tel: 101).</p>

<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p>	<ul style="list-style-type: none"> • HM Government PREVENT duty: As of 1st July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism. This guidance was updated in 2023 and can be found here: https://www.gov.uk/government/publications/prevent-duty-guidance • As mentioned in the curriculum area of this document Cirencester Primary School teaches pupils traditional British values and Online Safety through our PSHE Curriculum. Online-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and need to be taught about the dangers of speaking to strangers online. • Support and information for parents can be found at www.ltai.info/ • The government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism is www.educateagainsthate.com. • All staff have had training in the Prevent Duty and how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. Gloucestershire Safeguarding Children’s Board have published a PREVENT pathway for professionals to refer to should they have concerns about a pupil becoming radicalised. If you see extremist or terrorist content online, please report it via https://www.gov.uk/report-terrorism • Key contacts: <ul style="list-style-type: none"> ➢ Special branch PREVENT officer: tel 101 ➢ DfE hotline 020 7340 7264 or e-mail concerns to counter.extremism@education.gsi.gov.uk <p>See Appendix 2 for more information on radicalisation.</p>
<p>CAE (Children Absent from Education)</p>	<p>Anyone concerned that a child is absent from education (CAE) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360.</p> <p>Children absent from Education refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'.</p> <p>This 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.</p> <p>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 CAE of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be absent from education and ensure each child absent from education is offered full time education within two weeks of the date the LA was informed.</p>

Appendix 1

Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Categories of Abuse:

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

1.

PHYSICAL ABUSE

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

Indicators in the child

Bruising

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

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

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

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

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

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

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

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

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

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

Scars

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

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

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

Indicators in the family/environment

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

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression

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

Indicators in the parent

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

Indicators of in the family/environment

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

3. NEGLECT

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

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

Emotional/behavioural presentation

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

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

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

4

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections

- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

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

Indicators in the parents

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

Indicators in the family/environment

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

Abuse and Neglect and Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability 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 overcoming these barriers.

Pupils with SEND and additional medical difficulties are provided with additional pastoral support if and when it is needed.

Specific Safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Child Sexual Exploitation

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

The definition is:

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

Indicators of child sexual exploitation may include:

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

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 violence 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); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Children Sexual Exploitation can happen to BOYS and GIRLS. Please use the CSE screening tool and talk to the DSL if you have concerns.

Child on child sexual violence and sexual harassment

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

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

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Staff need to be aware that children might not tell staff about their abuse and that it may be that staff overhear a conversation or the child’s behaviour changes.

Assessment

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

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

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

Please see Part 5 of KSIE25 and [Sexual Violence and Sexual Harassment Between Children in Schools](#)

Honour based abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found in the [Multi agency statutory guidance on FGM](#) and within the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBA, they should contact the Designated Safeguarding Lead as a matter of urgency, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage (FM)

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

Female Genital Mutilation (FGM) – signs of

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as 'female genital cutting' or 'female circumcision.' Communities tend to use local names referring to this practice, including 'sunna' FGM typically takes place between birth and 15 years old, however, it is believed that the majority of cases happen between the ages of 5-8.

As of October 2015 Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting applies. **In addition, report to the DSL.**

What is FGM?

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

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.

Risk factors for FGM include:

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

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

A sign 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 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

Further information on Radicalisation (in line with the PREVENT DUTY)

From 1st July 2015 specified authorities, including **all** schools are subject to the 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 being drawn into terrorism.**” This duty is known as the Prevent duty and was updated in 2023.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

The Designated Safeguarding Lead will receive training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

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

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

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

Indicators of vulnerability to radicalisation:

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration?
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis

Staff should be alert to any warning signs of radicalisation and hold an attitude of ‘it could happen here.’

Prevent

To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement.

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 pupils who may be vulnerable as part of wider safeguarding responsibilities.

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Children Absent from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Being absent from 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 pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education 2025 the school has:

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

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



Concern Sheet (for visitors & volunteers)

If you have any worries about a child please can you complete this form and hand to DSL

Your Name:	Child's Name:
Date:	Class:
Areas of Concern:	
Who have you shared this concern with?	

Action taken: (DSL to complete and inform referrer of outcome)

Appendix 4



Record of reported low level safeguarding concerns involving staff or other adults working in school

Name of adult concern is about:	Role within school:
Name of reporter of concern:	Role within school:
Name of person completing this record:	Role within school:
Date and time of conversation:	
Details of concern shared	
Next steps and action needed:	
Add in here minutes of any conversations held with witnesses or person concern is about:	
Outcome and rationale behind this:	

Signatures to confirm that this is an accurate record of the conversations held and the outcome has been shared:

DSL:

Person concern is related to:

Please note a low level concern will not be included on any references for future employers.