



Safeguarding and Child Protection Policy

2025 - 2026

Haresfield C of E Primary School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	September 2025
Policy published (including on website) (date):	September 2025
Next review (date):	September 2026

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Rachel Bacon	01452 720303	head@haresfield.gloucs.sch.uk
Designated Safeguarding Lead (DSL)	Mrs Rachel Bacon	01452 720303	head@haresfield.gloucs.sch.uk
Deputy DSL(s) (DDSL)	Mr Alex Cooksley		acooksley@haresfield.gloucs.sch.uk
Deputy DSL(s) (DDSL)	Mrs Tracey Buckle		admin@haresfield.gloucs.sch.uk
Nominated Safeguarding Governor	Mrs Helen Williams		hwilliams@haresfield.gloucs.sch.uk
Chair of Governors	Mrs Helen Williams		hwilliams@haresfield.gloucs.sch.uk
Designated Teacher for Looked After Children	Mrs Rachel Bacon	01452 720303	head@haresfield.gloucs.sch.uk
Senior Mental Health Lead (non-mandatory)	Mrs Rachel Bacon	01452 720303	head@haresfield.gloucs.sch.uk
Designator governor for Inclusion	Mrs Helen Williams		hwilliams@haresfield.gloucs.sch.uk
Designator governor for looked after children	Mrs Helen Williams		hwilliams@haresfield.gloucs.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2025)

Children's Social Care referrals:

Children's Helpdesk

01452 426565

**If you believe a child is at immediate risk of significant harm or injury,
you must call the police on 999.**

Introduction

Haresfield C of E Primary School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding children is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Relationships and Sex Education/PSHE
- Online safety policy
- Behaviour policy, incl. pupil use of mobile and smart technology
- Staff Code of Conduct
- Whistleblowing policy
- Complaints policy
- SEND policy
- Health and safety policy
- Teaching and Learning policy
- Equality Statement
- Administration of medicines
- Acceptable use

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Purpose of a child protection policy	<ul style="list-style-type: none"> ❖ To inform governors, parents, staff, and volunteers of the school's responsibilities, processes and procedures for safeguarding children. ❖ To enable everyone to have a clear understanding of how these responsibilities should be carried out so that policy and practice are running in parallel.
GSCP	<ul style="list-style-type: none"> ❖ The school follows the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP) https://www.gloucestershire.gov.uk/gscp/ GSCP also provide regular email alerts and training to Haresfield School staff. ❖ All staff are encouraged to visit this website which is a live version and regularly updated. This site guides and informs all members of the school community responsible for safeguarding.
All Staff and volunteers	<ul style="list-style-type: none"> ❖ All staff have a responsibility to provide a safe environment in which children can learn. ❖ School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

Any safeguarding concerns or disclosures of abuse relating to a child at school, outside of school and online are within the scope of this policy.

Expectations

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 policy and procedures (this document)
- 'Keeping Children Safe in Education: information for all school and college staff' (DfE 2025)
- '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 (handed out day 1).

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. 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 Haresfield School we all work together and all take responsibility for safeguarding.

2. **All staff has 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's and other senior staff members. They must be alert to signs and indicators of possible abuse and wider safeguarding issues and aware of the importance of professional curiosity.

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 and online training as well as any additional training as directed by the Head of Service or DDSLs.
- Be able to identify signs and symptoms of abuse
- 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.
- Report concerns as set out in this policy (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Helen Williams (Chair of the Governing Body and nominated safeguarding champion).
- **In the case of FGM (Female Genital Mutilation) a member of 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 the children's helpdesk (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/DSLs.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2025). School leaders and staff who work directly with children have also read Annex B and Part 5.

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Key safeguarding roles
Whole school approach to broad and balanced curriculum embedding safeguarding teaching	Child-on-child abuse	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.
D/DSL training	Pupil voice	Deputy Designated Safeguarding Lead (DDSL)
Designated teacher training	Online safety	Designated teacher for children looked-after (even if there are no LAC on roll)
KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)	Whistleblowing	Senior mental health lead
Staff training, including regular safeguarding updates	Staff code of conduct (for safer working practice), incl. low-level concerns about staff conduct	Pastoral and well-being staff
Children taught about keeping safe online	Early help	Nominated governor for whistleblowing
Online safety training for staff	Mental Health	Nominated governor for filtering and monitoring & online safety.
Preventing radicalisation	Multi-agency working	Filtering and monitoring & online safety lead.
Teaching staff confidence to deliver RSE/PSHE to all pupils	Children who are missing from education	Lead governor for attendance
Annual review of online safety arrangements	Children with SEND and a physical health issue	Attendance champion
	Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures	
	Honour based abuse (HBA)	
	Female Genital Mutilation (FGM)	
	Behaviour policy	
	Relationships & Sex Education (RSE) policy	
	Staff contribution to policy	
	Safeguarding policy review	

Concerns and allegations management

Our chair of governors is responsible for liaising with the Local Authority Designated Officer for allegations (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

Audit

The nominated governor for safeguarding collaborates with the Headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice, including scrutiny around DSL and /or headteacher monitoring of the Single Central Record.

Monitoring and review

The headteacher ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents, by re-visiting regularly.

The headteacher reports at least three times per year to the governors around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The Headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Mandatory procedures – Staff and adults at school

Safer recruitment

All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2025).

At Haresfield School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff and teacher trainees on salaried routes) who work at the school.
- all governors

Assurances are sought for contractors who are required on site, including identification checks on arrival.

Appropriate vetting checks are carried out by the school for self-employed individuals.

Visitors

All visitors complete a signing in/out process, wear a school ID lanyard and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Site safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (After School Club, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings.

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. We seek written assurances from any alternative provision provider

that appropriate safer recruitment checks have been completed, and safeguarding policy & procedures are in place. When appropriate a site visit is also completed by DSL and/or SENCO.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above.

Staff Code of Conduct (for safer working practice)

Haresfield C of E Primary School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff code of conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect, abuse, exploitation, and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse, and 'all' risks of harm outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2025) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2025).

Responding to concerns/disclosures of abuse

Flowcharts provided by Gloucestershire Safeguarding partnership that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

There is a poster in the staffroom with the details of GSCP website clearly given. Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section')

The GSCP (Gloucestershire Safeguarding Children's 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 so should not be printed (<https://www.gloucestershire.gov.uk/gscp/>)

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

In general, the following process applies:

1. A member of staff should raise any concern with their line-manager or one of the DSLs or DDSLs verbally.
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 guidance on the GSCP website and also the Levels of intervention windscreen also on the 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 children's helpdesk on 01452 426565 or in an emergency always call 999. **In the case of FGM staff must personally contact the police with any disclosure that FGM has taken place. (in addition to liaising with the DSL)**
 - b) In some cases the concern will be logged but no further action taken at the time. The DSL/DDSL will ensure there is a 'watching brief' 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 social care or 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).
5.
 - a.) If a referral is made to the MASH basic information is given. School will then be asked to complete a MARF (*Multi Agency Referral Form*). 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):
 - Child in need of (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.
 - 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.

Supporting Staff

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

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

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the DSL from Kings Stanley School. **Derk van den Broek** [01453 822570](tel:01453822570) (as part of the hub)

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2023) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a request for service to the Local Authority Children's Services has been made or not.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who share concern/s.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Online safety

Internet safety will be provided for staff annually to ensure skills are up to date.

Pupils will be taught how to evaluate Internet content

- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils will be taught the importance of cross-checking information before accepting its accuracy.
- Pupils will be taught how to report unpleasant internet content.

Managing Internet Access

Information system security

- School computing systems security will be reviewed regularly.
- Virus protection will be updated regularly.
- Security strategies will be discussed with the Local Authority and support company.

E-mail

- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.

Published content and the school web site

- Staff or pupil personal contact information will not be published. The contact details given online should be the school office or nominated school e-mail addresses.
- The head teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing pupil's images and work

- Photographs that include pupils will be selected carefully so that individual pupils cannot be identified or their image misused. Consider using group photographs rather than full-face photos of individual children. Consult the office for an up to date list of No Photographs.
- Pupils' full names will not be used anywhere on a school Web site, Class Dojo or other on-line space, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.
- Work can only be published with the permission of the pupil and parents/carers.
- Parents are clearly informed of the school policy on image taking and publishing, both on school and

independent electronic repositories

Social networking and personal publishing

- Although social networking is blocked through the filters the school will monitor and control access to social networking sites, and consider how to educate pupils in their safe use.
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location. Pupils will be advised to use nicknames and avatars when using social networking sites.
- Pupils and parents will be advised that the use of social network spaces outside school brings a range of dangers for primary aged pupils.
- School staff will never contact or communicate in any way with children through social networking sites or personal e-mail addresses.

Managing filtering

- The school will work with the Gloucestershire CC, SWGFL and Becta to ensure systems to protect pupils are reviewed and improved. A monitoring and filtering report is sent directly to the DSL everyday to monitor and respond appropriately
- If staff or pupils come across unsuitable on-line materials, the site must be reported to the internet safety Coordinator.

Managing videoconferencing & webcam use

- Videoconferencing should use the educational broadband network to ensure quality of service and security.
- Pupils must ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing and webcam use will be appropriately supervised for the pupils' age.

Managing emerging technologies – including mobile and smart technology

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- The senior leadership team should note that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.
- Mobile phones are not permitted at school. Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages or files by Bluetooth or any other means is forbidden.
- The use of apple watches will be monitored and kept under review.
- If available staff will be issued with a school phone where contact with school is required.
- The use of the ipad to capture images and videos will be monitored closely by all staff.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 2018 (GDPR).

Policy Decisions

Authorising Internet access

- All staff must read and sign the 'Staff Code of Conduct for ICT' before using any school ICT resource.
- The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
- At Key Stage 1, access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials.
- Parents will be asked to sign and return a consent form.

- Any person not directly employed by the school will be asked to sign an 'acceptable use of school ICT resources' before being allowed to access the internet from the school site.

Assessing risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. Neither the school nor Gloucestershire CC can accept liability for any material accessed, or any consequences of Internet access.
- The school audits Technology use to establish if the internet safety policy is adequate and that the implementation of the internet safety policy is appropriate and effective.

Handling internet safety complaints

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure (see schools complaints policy)
- Pupils and parents will be informed of consequences for pupils misusing the Internet.

KCSiE para 134-137

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training (including at induction) and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Haresfield School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online.

Haresfield School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. The school adheres to the DFE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSiE (2025). Our online safety mechanisms are reviewed annually.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors, and those from organisations or individuals using the school premises)

Haresfield School follows the procedure set out by the GCSP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headteacher/Principal who will refer to the Local Authority Designated Officer for allegations (LADO).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

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

We understand that a pupil, parent or other professional may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head teacher. The Head on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Head first. Haresfield will follow the GSCP procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governing Body with advice from HR and LADO.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Haresfield School promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the Local Authority Children's services as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Code of Conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to LADO.

Haresfield School will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the headteacher or where the headteacher is the subject of an allegation, the chair of governors.

Managing low-level concerns about adults

Haresfield School operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of governors.

Haresfield School will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;

- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where 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.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our staff behaviour policy, and shared with pupils, are in place for such concerns to be raised with the head teacher. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the whistle-blowing policy and on the GCSP website stated at the top of this policy.

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

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

Whistle-blowing regarding the Head Teacher should be made to the Chair of the Governing Body. If a staff member feels unable to raise an issue with the Head teacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Mrs Helen Williams

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the GCSP Case Resolution Protocol is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing

Haresfield C of E Primary School :

- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Haresfield School keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using an electronic recording system, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc.

- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (May 2024) and in line with the Gloucestershire County Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Mandatory procedures – Supporting children

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE and citizenship curriculum, incorporating Relationships and Sex (RSE) education specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of topics:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote learning

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation; staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children e.g. online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Specific Safeguarding Issues and Haresfield School Offer of Early Help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. **Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.**

The co-ordinated **Haresfield C of E Primary School Offer of Early Help** is outlined in our Early Help Policy and on our website. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. Haresfield School offer a number of early preventative measures. In particular, our SENDCo is able to work with children or families who are struggling with a range of difficulties or sign-post them on to other appropriate agencies or organisations.

Expert and professional organisations are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. School will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm.

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive. The GCSP 'continuum of need' windscreen is an important diagram to keep in mind for all children. [Child in Need - Levels of Intervention \(LOI\) \(proceduresonline.com\)](#) A copy of the GCSP 'continuum of need' windscreen is in the Appendix .

Our aim is to help pupils and families as early as possible when issues arise: 'the right help at the right time to stop any issues getting worse'. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases, immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

Other sources of help and information in Gloucestershire:

Gloucestershire MAPPAs (Multi-Agency Public Protection Arrangements) are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPAs-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Bernie Kinsella – Chair of MAPPAs – detective chief superintendent – Gloucestershire Constabulary – Tel: 101)

Early help and Children with Special Education Needs and Disabilities (SEND) or physical health issues

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such

as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Haresfield School follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Mandatory procedures – Specific forms of abuse and safeguarding issues

Child-on-child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBT may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge 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. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

Child-on-child sexual violence and sexual harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Children who are absent and/or missing from education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for Looked After Children and care leavers (Mrs Rachel Bacon) discusses any unauthorised/unexplained absence of Child Looked After with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the GCSP procedure and consults/refers to the team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Mental health

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

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm, including where they see, hear or experience its effects.

The DSL liaises with partner agencies as part of 'Operation Encompass' in Gloucestershire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the Local Authority Children's Services.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

Staff training

Induction

The welfare of all our pupils is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our written induction schedule for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Behaviour Policy (pupils)
- Staff Behaviour Policy (or Code of Conduct)
- Role and identities of the DSL and DDSL
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence
- Procedure to follow in case of an allegation being raised against an adult
- Professional disagreement and escalation including GCSP Resolution Protocol

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment and Safer Working Practices

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 at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with children until the DBS check has been completed.

- **Mrs Rachel Bacon (Head Teacher) - Accredited**
- **Mrs Helen Williams (chair of the Governing Body) - Accredited**

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 is given to all members of staff who sign to say they have read it. NSPCC also complete Safer Recruitment Training.

Designated Teacher for Children Looked After and Children Previously Looked After

The designated teacher for looked after children has attended training specific to the role.

Preventing Radicalisation

All staff undertake Prevent awareness training every two years.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

As well as the school's safeguarding induction programme, all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Governors are also encouraged to attend whole school safeguarding and child protection training.

Categories of Abuse

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse

Signs of Abuse in Children

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

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

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Social Care

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about /to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

1. PHYSICAL ABUSE

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

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
- Petechial 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/ Factitious Disorder 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

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);
- ensure access to appropriate medical care or treatment.

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

There are 3 types of neglect:

Passive neglect

Chaotic neglect

Active neglect

Gloucestershire safeguarding children's Board have now produced a Quality Of Care e-tool (formerly known as NEGLECT TOOLKIT FOR PROFESSIONALS). It can be found on the GSCE website. For further information on neglect refer to this toolkit. [quality-of-care-profile-e-tool 2022-2023-vs1.docx](#)

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 socialisation

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour
Disturbed peer relationships
Self-harming behaviour

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 please refer to the Hackett continuum [Understanding sexualised behaviour in children | NSPCC Learning](#)

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.

Sexual Abuse by Young People

PART 5 KCSIE 2023

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

Assessment

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

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

Child Sexual Exploitation

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

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

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 exploitation disruption toolkit \(accessible\) - GOV.UK](#)

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;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

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'

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.

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.

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

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.

Indicators of vulnerability to radicalisation:

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. **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.
3. **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.
4. 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.
5. 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 is able to recognise those vulnerabilities.
6. 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.

7. 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.

8. 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.'

Appendix 3 – Dealing with a Disclosure

When a child tells me about abuse s/he has suffered, what must I remember?

- ✓ Stay calm.
- ✓ Do not communicate shock, anger or embarrassment.
- ✓ Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- ✓ Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- ✓ Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- ✓ Tell the child that it is not her/his fault.
- ✓ Encourage the child to talk but do not ask "leading questions" or press for information.
- ✓ Listen and remember.
- ✓ Check that you have understood correctly what the child is trying to tell you.
- ✓ Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- ✓ Do not tell the child that what s/he experienced is dirty, naughty or bad.
- ✓ It is inappropriate to make any comments about the alleged offender.
- ✓ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- ✓ At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- ✓ As soon as you can afterward, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

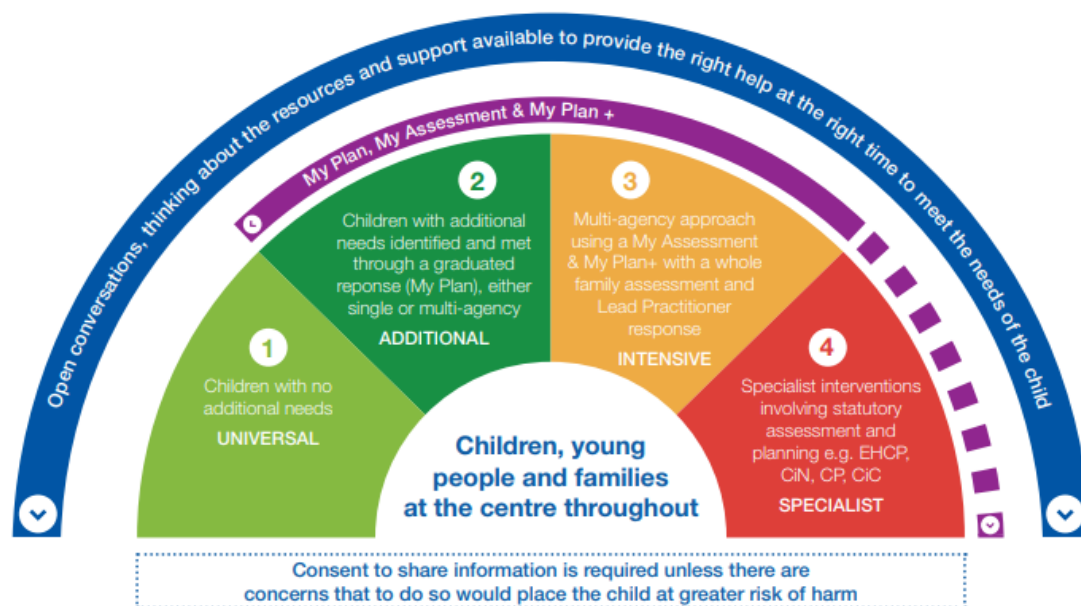
You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head of Service or the Designated Safeguarding Lead. If the child is at immediate risk you make the referral yourself.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.

Appendix 4 – The Windscreen – continuum of need

The Windscreen

A diagram to demonstrate the Continuum of Need



If you think a child or young person is at immediate risk of significant harm, contact **The Front Door** on **01452 426565 (option 1)** - in an emergency always call **999**

Appendix 5 - Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, 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.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers' Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) updated 2024 Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.