



Charlton Kings Infants' School and Kindergarten

Child Protection and Safeguarding Policy and Procedures

23-24 (updated February 24)

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Head Teacher	Katie James	07.02.24	

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The safety and welfare of children is everyone's responsibility. As such, *anyone* may make a referral to social care.

If you think a child is at immediate risk of significant harm, contact:

The MASH on 01452 426565 or the Police on 101/999

For professional advice:

Children's Practitioner Advice Line 01452 426565 (Option 3)

Cheltenham Community Social Worker 01452 328246

Statement of intent:

Charlton Kings Infants' School and Kindergarten is committed to safeguarding and promoting the physical, mental and emotional welfare of every child/pupil, both inside and outside of the school/KDG premises. We implement a whole-school/setting preventative approach to managing safeguarding concerns, ensuring that the wellbeing of children and pupils is at the forefront of all action taken.

This policy is part of Charlton Kings Infants School and Kindergarten's suite of safeguarding policies. For full details, please refer to the Safeguarding Statement, which is widely available and can be downloaded from the school website [Safeguarding - Charlton Kings Infants' School \(ckis.org.uk\)](https://ckis.org.uk). Charlton Kings Infants' School and Kindergarten follows the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP) [Gloucestershire Safeguarding Children Procedures \(proceduresonline.com\)](https://proceduresonline.com) GSCP also provide regular email alerts and training to Charlton Kings Infants' School staff. All staff are encouraged to visit this live, regularly updated website which guides and informs any decisions taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

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The **DSL** is **Mrs Katie James (Headteacher)**. In the absence of the DSL, child protection matters will be dealt with by the **primary deputy DSL, Mr Neil Owens (Deputy Headteacher)**. In the absence of the DSL or DDSLs, the DSL and Headteacher at Charlton Kings Junior School, Mrs Sue Selwood, should be contacted (head@ckjs.org.uk)

Acronyms:

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions:

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

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ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RHE	Relationships and health education	Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory

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		in all secondary schools. Health Education is compulsory in all state-funded schools.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENDSCO	Special educational needs and disabilities coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions:

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- **Protecting children/pupils from maltreatment.**
- **Preventing the impairment of children/pupils’ mental and physical health or development.**
- **Ensuring that children/pupils grow up in circumstances consistent with the provision of safe and effective care.**
- **Taking action to enable all children/pupils to have the best outcomes.**

For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

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- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.

Sexualised online bullying:

- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child

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- Someone hurting a child sexually
- Sexual activity that involves animals

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

1. Framework

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

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Legislation:

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance:

- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2021) 'Revised Prevent Duty Guidance'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2021) 'Review of sexual abuse in schools'
- Guidance for safer working practice for those working with children and young people in education settings (2022) IRSC/DfE
- Home Office (2020) Criminal Exploitation of children and vulnerable adults: County Lines guidance
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

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This policy operates in conjunction with the following school policies:

- Behaviour and Anti-bullying Policy (Building Positive Relationships) – including information on Suspension and Exclusion
- Online Safety Policy
- Remote Education Policy
- Acceptable Use Policy
- Data Protection Policy – GDPR
- GSCP Allegations management flowchart
- GSCP referral and child protection flow chart
- GCC Children Missing Education and Missing Children guide
- Safer Recruitment Policy
- Induction Policy
- Staff Code of Conduct
- Staff Disqualification Declaration Form
- Whistleblowing Policy
- Intimate Care Policy
- Non collection of children Policy
- LAC Policy
- Site security Policy
- Personal, Social and Emotional Policy
- Relationships Education Policy
- SEND Policy

2. Roles and responsibilities

We recognise that **all adults**, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Staff must not assume that someone else is taking action and sharing information that might safeguard a child. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the child/pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which children/pupils can learn.
- Be prepared to identify children/pupils who may benefit from Early Help.
- Be aware of the school/kindergarten's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local Early Help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care Service (CSCS), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put children/pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a child/pupil may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE.
NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children. CKIS has identified that only our cleaning staff will read Annex A, all other staff will read at least Part One of KCSiE 2023.

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- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children. Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description. CKIS appoint Katie James, Headteacher to this role.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions (please see the front of the policy for the list of DDSs at CKIS).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.

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- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an Early Help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and PLAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC and PLAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The Headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The Designated Safeguarding Lead (DSL) has a duty to (please see also the DSL and DDSL Job description for a more detailed description outlined in Appendix 6):

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: in exceptional circumstances, this may include availability via phone or videocall.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.

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- To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
- To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
- To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Be aware of ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the school's mental health champion and the pastoral support team (Family Support Worker, PSHE lead, link play therapist etc) if appropriate, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.

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- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3. Multi-agency working

The school and kindergarten contributes to multi-agency working as part of its statutory duty. The school is aware of and follows the Working Together to Safeguard Children Statutory framework 2023: legislation relevant to safeguarding and promoting the welfare of children https://assets.publishing.service.gov.uk/media/65797f1e0467eb000d55f689/Working_together_to_safeguard_children_2023_-_statutory_framework.pdf alongside local safeguarding arrangements.

The school and kindergarten is fully engaged, involved, and included in local safeguarding arrangements. Once the school/kindergarten is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school/kindergarten will act in accordance with the safeguarding arrangements.

The school/kindergarten will work with CSCS, the police, health services and other services to protect the welfare of its children/pupils, through the Early Help process and by contributing to multi-agency plans to provide additional support.

Where a need for Early Help is identified, the school/kindergarten will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school/kindergarten also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Information sharing

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The school/kindergarten recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for Early Help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs

4. 'Early Help' and children who may benefit

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school/setting. The co-ordinated Charlton Kings Infants' School/kindergarten offer of Early Help is outlined in Appendix 1. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. 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. Charlton Kings Infants' School/kindergarten 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 (Appendix 5) is an important diagram to keep in mind for all children and is supported by Gloucestershire's Levels of Intervention Guidance; <https://www.gloucestershire.gov.uk/media/2103929/gloucestershire-revised-loi-guidance-v7-dec2021.pdf>

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.

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

- is disabled and has specific additional needs
- those with certain health conditions
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups (County Lines)
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited

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- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local Early Help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the child/pupil's situation is not improving or is worsening.

Other sources of help and information in Gloucestershire

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

5. Gloucestershire ENCOMPASS

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

[Operation Encompass for Schools and Nurseries - Gloucestershire Safeguarding Children Partnership](#)

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

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

6. Abuse and neglect

All staff will be aware of the indicators of abuse and neglect (see Appendix 4) and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school/kindergarten and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations

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outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a child/pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

7. Categories of abuse and indicators of harm

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school policy and procedures for dealing with it.

8. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues. Appendix 4 of this policy sets out details about specific safeguarding issues that children/pupils may experience and outlines specific actions that would be taken in relation to individual issues.

9. Child-on-child abuse

For the purposes of this policy, “child-on-child abuse” is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in this policy’s statement of intent.

All staff will be aware that child-on-child abuse can occur between children/pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- **Bullying**, including cyberbullying and prejudice-based or discriminatory bullying.
- **Abuse in personal relationships** between peers
- **Physical abuse** – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- **Sexual violence** – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- **Sexual harassment**, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to **engage in sexual activity without consent**.
- The **consensual and non-consensual sharing of nude and semi-nude images and/or videos**.
- **Upskirting**.
- **Initiation-** and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the CKIS policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

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Children/pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children/pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school and kindergarten's procedures for managing allegations of child-on-child abuse are outlined in the CKIS Behaviour and Anti-bullying policy, 'Building Positive Relationships' (which includes detail regarding Suspension and Exclusion).

10. Online safety and personal electronic devices

At CKIS we endeavour to ensure all children are safeguarded from potentially harmful and inappropriate online material. At CKIS we have an Acceptable Use policy and On-line safety policy which outline how we protect and educate pupils and staff in their use of technology, including establishing mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified is considerable and ever evolving, but can be linked to the following four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel pupils, students or staff are at risk, they should report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety is a running and interrelated theme across all of our Safeguarding policies, procedures and our kindergarten/school curriculum, staff training and parental/family engagement. As part of a broad and balanced curriculum, all children and pupils will be made aware of online risks and taught how to stay safe online (specifically, through our PSHE and computing curriculum). Through training, all staff members will be made aware of:

- Children/pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

We will ensure that appropriate filtering systems are in place on school/kindergarten devices and networks to prevent children accessing inappropriate material, in accordance with our Cyber security training and on-line safety policy. We will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what children/pupils can be taught online. We will also ensure that it meets the filtering and monitoring standards published by the DfE; [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and

responsibilities relating to filtering and monitoring systems during their induction and through at least annual update training.

Communicating with parents: As part of the usual communication with parents and families (through our school newsletters, information sharing on our website and planned workshops), we will reinforce the importance of pupils being safe online and inform parents/carers that they will find it helpful to understand what systems the school and kindergarten uses to filter and monitor internet use.

Through regular communication, we ensure that families are aware of what their children are being asked to do online, including the sites they will be asked to access from the school/kindergarten and who (if anyone) their child is going to be interacting with online.

Reviewing online safety: The school and kindergarten will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Further information regarding our approach to online safety can be found in our Online Safety Policy.

Personal electronic devices: The use of personal electronic devices, including mobile phones and cameras, by staff and children/pupils is closely monitored, in accordance with our Acceptable Use policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Acceptable Use policy. The Headteacher/DSL will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Headteacher/DSL will determine the steps involved. The Headteacher/DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the child/pupil.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the Headteacher/DSL, following the appropriate procedures outlined within our Whistleblowing and Acceptable Use policies.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school/kindergarten. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

11. Consensual and non-consensual sharing of indecent images and videos

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(NB The age and stage of development of our children/pupils means that they are not old enough to give consent. However, this has been kept in the policy due to the school accepting students, including work experience students).

The school/kindergarten will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as “sexting” or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training as part of the annual update training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

12. Contextual Safeguarding

Safeguarding incidents can occur outside of school/kindergarten and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of child/pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school/kindergarten will provide as much contextual information as possible when making referrals to CSCS.

13. Pupils potentially at greater risk of harm

The school/kindergarten recognises that some groups of children/pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of children/pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Children/pupils who need social workers

Children/pupils may need social workers due to safeguarding or welfare needs. These needs can leave children/pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a child/pupil has a social worker in order to make decisions in the best interests of the child/pupil’s safety, welfare, and educational outcomes.

Where a child/pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision, pastoral or academic support.

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Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Children missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. The school will ensure it has at least 2 emergency contact numbers for all pupils so that unauthorised absence can be checked in line with the school's registration procedure. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. The school's attendance officer will ensure they are fully conversant with CME guidance and will keep the HT informed on a daily basis with particular reference to any children who are identified as vulnerable through the school's monitoring system.

The Headteacher/DSL will work with the Education and Entitlement team to ensure effective attendance and uses the LA's Attendance Policy and CME guidance (Appendix 3 GCC Children Missing Education and Missing Pupils July 2020)

LAC and PLAC (The designated teacher for LAC and PLAC children/pupils is Mrs Emma Turner).

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC children/pupils safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order, including Special Guardianship.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

Pupils with SEND

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When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability.
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a child/pupil with SEND, the DSL will liaise with the school/kindergarten's SENDCO, as well as the child/pupil's parents where appropriate, to ensure that the child/pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ children/pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a child/pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these children/pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these children/pupils and provide a safe space for them to speak out and share any concerns they have.

14. Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra-curricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

15. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

16. Transferring information between schools

Where a pupil moves to a new school, the school will use the internet system 'school2school' to securely transfer pupils' data. The child will remain on roll until they are accepted by a receiving organisation. The school will hand over all child protection information to the receiving school and ensure the receiving school signs to say that they have received this paperwork.

17. Accepting pupils on work experience

When pupils conduct work experience at the school/kindergarten, an enhanced DBS check will be obtained if the pupil is over the age of 16 and engaged in regulated activity.

18. Responding to concerns about a child/pupil

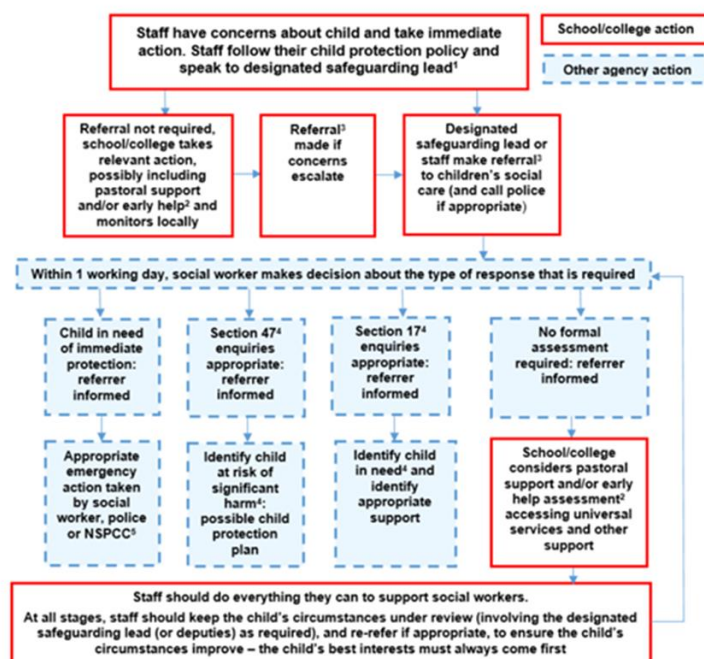
If a member of staff has any concern about a child/pupil's welfare, or a child/pupil has reported a safeguarding concern in relation to themselves or a peer, they will **act on them immediately** by speaking to the DSL or deputy DSLs.

Staff will be aware that a child/pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a child/pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral to Social Care is made about a child/pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

Actions where there are concerns about a child



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If Early Help is appropriate, the case will be kept under constant review. If the child/pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded and kept securely by the DSL using the school's CP online management system – CPOMS.

If a child/pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. The DSL will monitor a referral if they do not receive information from the LA regarding what action is necessary for the child/pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child/pupil. The school will follow the Gloucestershire Escalation Policy in this instance.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Where there are safeguarding concerns, the school will ensure that the child/pupil's wishes are always taken into account, and that there are systems available for children/pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

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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 on the school's on-line management tool CPOMSs using the **child's own language and factual information**. 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.

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 the DSL/DDSL.

19. Managing referrals

Procedures for making a referral (see also appendix 2 for GCSP flow chart)

It is the responsibility of **all staff** to protect children by reporting any concerns they may have with regard to child protection either to the DSL or directly to the GSCP directly. Anyone can make a referral. Where there is concern that a child is at immediate risk of harm, or is already suffering from harm, **immediate action** will be taken by contacting GSCP Multi Agency Safeguarding Hub (MASH) via the Liquid logic portal [MASH - Multi Agency Safeguarding Hub - Gloucestershire Safeguarding Children Partnership](#) or the police. It is usual that children who are being abused will only tell people they trust and with whom they feel safe.

In the event of a child making a disclosure, the staff member should:

1. Stay calm and reassure the child that they have done the right thing and that they are not to blame.
2. Listen to what the child says and explain they will have to tell other people in order to stop what is happening
3. Ensure they are quite clear about what the child says but keep questions to a minimum. Encourage the child to use their own words. The law is very strict and a child abuse case can be dismissed if it appears the child has been led or words have been suggested.

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4. Record **exactly** what the child has said by adding this to the child's file and incident form on CPOMs. **Record facts and comments from the child not opinions.** All records must be dated and should follow in a clear chronological order.
5. Alert the incident immediately to the DSL and ensure they are aware of the alert.
6. Maintain confidentiality. It is extremely important that allegations are not discussed with others until guidance is sought from the DSL.
7. Follow up with your DSL/DDSL (or Social Care) if you haven't had feedback that actions have been taken.
8. **If a child says or indicates that they are being abused or information is obtained which gives concern that a child is being abused, immediate action must be taken.**

Making a referral:

1. Raise any concern with the DSLs or DDSLs verbally and agree possible next steps. They (or the DSL where appropriate) should complete the incident form on CPOMs.
 2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral to social care is appropriate, 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 guidance..
 3. Contact 'MASH' on 01452 426565 or in an emergency always call 999 if they believe that the child is in immediate danger.
 4. 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. 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. It may be decided that a referral to social care is appropriate.
 5. 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).
 6. If a referral is made to MASH basic information is given. School will then be asked to complete a MARF.
 7. (Multi Agency Referral Form) via [Multi-Agency Safeguarding Hub \(MASH\) & Community Social Work Team - Gloucestershire Safeguarding Children Partnership](#)
 8. This is passed on to a social work team and the referrer 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.
 9. 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 services** (section 17) 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

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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.

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.

20. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

21. Safeguarding concerns and allegations of abuse against staff

Managing allegations/Whistleblowing (please also refer to our ‘Whistleblowing policy’ and Appendix 7: Allegations management flow chart)

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Senior Designated Person as soon as possible
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

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 technology by staff and volunteers will be given at induction.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Head teacher (or Chair of Governors if the allegation refers to the Head teacher). The Head teacher/Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

The Headteacher will:

- Refer to the LADO [The Role of the LADO & The Allegations Management process - Gloucestershire County Council](#) (01452426994) immediately and follow up in writing within 48 hours.
- Consider safeguarding arrangements of the child/pupil to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/pupil if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded. Where the allegations have been investigated and found to be unfounded, the Independent Safeguarding Authority does not need to be advised.

Whistle-blowing

All staff (including volunteers) adhere to our school 'Code of Conduct' (Staff behaviour policy) regarding expectations for conduct and behaviour. Charlton Kings Infants' School has a separate **whistle-blowing policy** which all members of staff are aware of. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. 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 whistle-blowing Policy. Whistle-blowing regarding the Head teacher should be made to the Chair of the Governing Body.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

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Low level concerns:

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

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

- being over friendly with children
- having favourites
- taking photographs of children, contrary to the school's Acceptable use policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

If a staff member feels unable to raise an issue with the school, they will use other whistleblowing channels, including contacting the NSPCC's helpline on 0800 028 0285 (between the hours of 8.00am and 8.00pm Monday to Friday) or email address help@nspcc.org.uk. Staff members can also access guidance at www.gov.uk/whistleblowing. Fear about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of pupils.

Staff are aware of the school's legal duty to refer anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult to the DBS – this includes where:

- The harm test is satisfied in respect of that individual.
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence.
- The individual has been removed from working in regulated activity or would have been removed if they had not left their post.

Allegations that may meet the 'harm threshold':

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

(The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, known as transferable risk).

As a school, we recognise our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

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The school will refer to GOV.UK and the detailed guidance available on when to refer to the DBS, and what information must be provided. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

22. Communication and Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

What is shared or not shared and in which circumstances:

- All staff recognise that all matters relating to child protection are confidential.
- Child protection concerns and records are kept on our secure CPOMs (CP online management system) with any associated paperwork kept in a confidential file in a locked cupboard.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need to know basis only. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.
- We will ensure that any child/pupil currently with a child protection plan who is absent from school without explanation for two days is referred to their Social Care Team.
- Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.
- Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the child/pupil/s involved in the case.
- Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving

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classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

- Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

23. Safer recruitment

The school and kindergarten's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age. The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability and ongoing suitability

All schools and centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form on an annual basis confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

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24. Single Central Record (SCR)

The school keeps an SCR which records all staff, including agency, third-party supply staff, trainee teachers and volunteers who work at the school.

All members of the Governing Body and the Parents and Friends Association (PFA) are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school also records information regarding on-line pre employment checks carried out as part of our Safer recruitment policy and procedures.

The details of an individual will be removed from the SCR once they no longer work at the school.

25. Training

Staff members will undergo safeguarding and child protection training at induction, which will be at least annually and/or whenever there is a change in legislation.

The induction training will cover (but is not limited to):

- Child Protection and Safeguarding Policy.
- Staff Code of Conduct.
- Annual Declaration
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- Behaviour and Anti-bullying policy, 'Building Positive Relationships'
- Acceptable use policy

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- Whistleblowing policy
- Online safety policy
- Children Absent from Education GCC guidelines, including the safeguarding response to children who are absent from education.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

26. Related policies

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school when undertaking trips and visits.

Anti-Bullying (including cyber-bullying) and Racist incidents

Our school policy on anti-bullying is set out in a separate document 'Building Positive Relationships' (Behaviour and Anti-bullying) policy and acknowledges that to allow or condone bullying may lead

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to consideration under child protection procedures. This includes all forms of bullying e.g. cyber, racist, homophobic, transphobic and gender related bullying. This policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep records of known bullying and racist incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

School trips, visits and journeys

Charlton Kings Infants' School has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits. Safeguarding is a critical part of all offsite visits and journeys. The Governing Body has delegated the consideration and approval of offsite visits and activities to Katie James (Head teacher). Before a visit is advertised to parents Katie James will approve the initial plan. She will also approve the completed plan and risk assessments for the visit before departure. Staff must discuss any potential off-site visit plans with Katie James on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by the Head teacher. Please refer to the Offsite Visits Policy for full details.

27. Monitoring and review

This policy is reviewed at least annually by the DSL/Headteacher and DDSLs. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and on an annual basis. The next scheduled review date for this policy is July 2024.