

Woodmancote School and Little Chestnuts Safeguarding and Child Protection Policy-September 2023

Designated Member of Staff	S Johnson
Committee with responsibility	Whole Governing Body
Date of Issue	September 2018
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	September 2016	New Policy
2	September 2017	Reviewed
3	September 2018	September 2018 (Reviewed in line with latest DfE guidance - 'Keeping Children Safe in Education' September 2018); Inclusion of updated Early Help information
4	February 2020	Reviewed by SB for LC content
5	May 2020	Covid 19 Annexe
6	8 June 2020	Updated Covid 19 Annexe
7	October 2020	Updated in line with KCSIE 2020
8	October 2021	Updated in line with KCSIE 2021 Inclusion of Appendix 6 Updates for all staff to be aware of rather than text within body of the policy 4.1 All staff and Volunteers to receive and read Part 1 and Annex B regardless of whether they work directly or not with children Specific references to Lead member of staff for CiC and Pupil Premium Greater focus on Relational Practice Section 15-Reference to new Volunteer Policy
9	October 2022	Updated in line with KCSIE 22 Links updated to gscp Changes to definition of Safeguarding, in line with section 4 Child on Child abuse, rather than peer on peer Reporting systems-availability to children References to Online Safety rather than internet safety References to SEND

10	January 2023	Update in line with allegations policy and Code of Conduct for employees (Reporting Low Level Concerns)
11	August 2023	Update in line with the following documents Keeping children safe in education 2023 (publishing.service.gov.uk) Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Inclusion of Parent Offer 2023-24 into Appendices
12	August 2024	Update in line with KCSiE 2024
13	August 2025	Update in line with KCSiE 2025 Page 157 of KCSiE included, outlining definitions of extremism.

This policy was adopted by the Governing Body in conjunction with the Headteacher (HT), staff, and <https://www.gloucestershire.gov.uk/gscp/> representatives. It will be reviewed on an annual basis by the HT and the Governing Body of Woodmancote School, with direct reference being made to the GSCP Audit of statutory duties.

The KCSiE Assurance Declaration

The Keeping Children Safe in Education Assurance Declaration is a requirement of the Gloucestershire Safeguarding Children Partnership (GSCP) covering educational settings legal obligations under Working Together to Safeguard Children 2023, Keeping Children Safe in Education (KCSiE) and Section 175/157 of the Education Act 2002.

This process is not to make a judgement on the settings safeguarding arrangements but to seek assurances from the setting on their understanding of their safeguarding duties and responsibilities. OFSTED have the duty to make a judgement on settings safeguarding arrangements, those judgements will form part of the assurance process.

The Keeping Children Safe in Education Assurance Declaration becomes a statutory requirement and an integral part of the self-assessment and assurance of effective safeguarding practice for each setting under the GSCP's Published arrangements. It should not be considered as a stand-alone tool but should be a live document and activity routinely reviewed by the Governing Body, Board of Trustees, Management Committee and/or Proprietor and therefore should feature in all settings reporting and internal self-assessment and governance processes.

This Assurance Declaration allows the school to assess how well it is doing in the five key areas of Keeping Children Safe in Education, how we know this and what we will need to do next:

1. **Safeguarding Information for all staff**
2. **The management of Safeguarding**
3. **Safer Recruitment**

- 4. **Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors**
 - 5. **Child-on-Child sexual violence and sexual harassment**
- <https://review.ghll.org.uk/review-tool/section/7>

Further Guidance can be found at <https://www.gloucestershire.gov.uk/gscp/>

Designated Safeguarding Lead: Mrs S Johnson

Signature:

Governor responsible for Safeguarding: Mrs C Spiller

Signature:

Further Guidance can be found at <https://www.gloucestershire.gov.uk/gscp/>

Children's Help Desk Tel: 01452 426 565

If anyone thinks a child or young person is at immediate risk of significant harm or in an emergency always call 999. In the case of needing medical help fast dial 111.

Contents

1	SECTION.1: INTRODUCTION	10
1.1	DEFINITION OF SAFEGUARDING	10
1.2	SAFEGUARDING MISSION STATEMENT	10
1.3	AIMS	12
2	SECTION.2: STATUTORY FRAMEWORK.....	13
3	SECTION.3: OUR COMMITMENT TO EQUALITY	14
3.1	SAFEGUARDING SPECIFIC VULNERABLE GROUPS	14
4	SECTION.4: ROLES AND RESPONSIBILITIES	16
4.1	SCHOOL SAFEGUARDING RESPONSIBILITIES	16
4.2	DESIGNATED SAFEGUARDING LEAD (DSL).....	18
4.3	GOVERNANCE.....	19
4.4	STAFF	21
4.4.1	Staff Conduct (Please refer to Woodmancote and Little Chestnuts Staff Code of Conduct Policy)	21
4.4.2	Staff training and induction (following both national and Safeguarding Partner guidance at all times)	22
4.4.3	Safer working practice.....	22
4.4.4	Responding to signs of abuse or neglect	23
4.5	PUPILS	23
4.6	PARENTS.....	23
4.7	OTHERS.....	24
5	SECTION.5: PREVENTION	24
6	SECTION.6: OUR OFFER OF EARLY HELP (Please refer to Appendix 2 for further details).....	25
7	SECTION.7: CONFIDENTIALITY	29
8	SECTION.8: SUPPORT.....	29
8.1	SUPPORTING THE CHILD.....	29
8.1.1	The child's wishes	29
8.1.2	Pupils with Child Protection Plans	30
8.2	SUPPORTING STAFF.....	30

9	SECTION.9: STAFF TRAINING.....	30
10	SECTION.10: THE CHILD PROTECTION REFERRAL PROCESS	31
10.1	THE GSCP (GLOUCESTERSHIRE SAFEGUARDING CHILDREN'S Partnership) WEBSITE ...	31
10.2	RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF.....	33
11	SECTION.11: ALLEGATION MANAGEMENT	34
11.1	ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN 'CHILD ON CHILD ABUSE' 34	
11.2	EXPECTED ACTION TAKEN FROM ALL STAFF.....	35
11.3	GATHER THE FACTS	35
11.4	POINTS TO CONSIDER.....	35
11.5	PREVENTATIVE STRATEGIES	38
11.6	ALLEGATIONS AGAINST STAFF	38
12	SECTION.12: WHISTLE-BLOWING.....	42
13	SECTION.13: SAFEGUARDING AND OUR CURRICULUM.....	42
13.1	SAFEGUARDING & EMOTIONAL HEALTH AND WELLBEING WITHIN THE CURRICULUM 42	
13.2	ONLINE SAFETY	43
13.2.1	Filters and Monitoring.....	43
13.2.2	Information and support	44
13.3	OFF SITE VISITS.....	44
13.4	TRANSPORT.....	44
14	SECTION.14: MULTI-AGENCY WORKING	44
15	SECTION.15: CHECKING THE IDENTITY OF ADULTS IN SCHOOL.....	46
16	SECTION.16: RELATED POLICIES	48
17	SECTION.17: USE OF REASONABLE FORCE AND ANTI-BULLYING	49
18	SECTION.18: REPORTING.....	49
19	SECTION.19: INFORMATION SHARING	50
20	SECTION.20: MONITORING AND EVALUATION	50
21	APPENDICES	52
21.1	APPENDIX.1: RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF.....	52

21.2	APPENDIX.2: OUR OFFER OF EARLY HELP.....	Error! Bookmark not defined.
21.3	APPENDIX.3: GSCP WINDSCREEN.....	55

Keeping Children Safe in Education 2024. Changes from KCSIE 2023

1 Part 1: safeguarding information for all staff

The changes to part 1 are:

An updated definition of safeguarding

- This is now in line with the working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
 - Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
 - Preventing the impairment of children's mental and physical health or development
 - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

This is in paragraph 3.

An updated list of early help indicators

- You should now also be alert to any child who:
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
 - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

You can find more detailed information on early help in the working together to safeguard children guidance, which includes a more comprehensive list of indicators that a child may need early help.

New wording and changes in terminology

- When referring to 'abuse, neglect and exploitation', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'unexplainable and/or persistent absences from education' when referring to safeguarding issues (paragraph 29)
- 'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' - this has replaced '... **if** they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased

status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

2 Part 2: the management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated

For now, this section **remains under review** until the response to the gender questioning children consultation and final guidance have been published.

In the meantime, you shouldn't make any changes to your policies and procedures in response to the draft gender questioning children guidance. You must, of course, continue to fulfil your legal duty to protect and support your trans pupils and staff.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

KCSIE says your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

A new paragraph on using the DfE's data protection guidance

Staff, governors and trustees should use the DfE's data protection guidance for schools to help you:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

A new paragraph on alternative provision

- This clarifies that where a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. You should be satisfied that the placement meets the pupil's needs (paragraph 171)

Updated wording in section on elective home education (EHE)

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education

- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.

Removed information on plans for further guidance on sexual harassment and sexual violence

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

3 Part 3: safer recruitment

There are no changes to this section.

4 Part 4: safeguarding concerns or allegations made about staff

There are no changes to this section.

5 Part 5: child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the working together to safeguard children guidance

Statistic clarification

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

6 Annex A: safeguarding information for school and college staff

The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A.

7 Annex B: further information

Preventing radicalisation

The section on preventing radicalisation is still under review after the government published a new definition of extremism on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, refer to the DfE's guidance on managing risk of radicalisation in your education setting

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own

- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

Children and the court system

- Separate age-appropriate guides for schools to support children have been published: 5 to 11 year-olds and 12 to 17 year-olds

8 Annex C: role of the designated safeguarding lead (DSL)

Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
 - This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program

1 SECTION.1: INTRODUCTION

Everyone at Woodmancote School and Little Chestnuts fully recognise their responsibility, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who may be suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2023) and 'Keeping children safe in education' (DfE guidance September 2024). All staff are required to read and acknowledge that they have read and understood, Section 1 and part 5 of the document.

This policy also takes on board procedures and guidance set out by GSCP.

8.1 DEFINITION OF SAFEGUARDING

What is meant by 'Safeguarding'?

Safeguarding and promoting the welfare of children is defined as:

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

What is meant by 'Child protection'?

'Child protection refers to part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.'
Working Together 2023 Appendix A Glossary

Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

8.2 SAFEGUARDING MISSION STATEMENT

**'Safeguarding is the responsibility of EVERYONE at Woodmancote School and Little Chestnuts'.
Staff should at all times consider what is in the BEST INTERESTS OF THE CHILD.**

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

Overview

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse, neglect and exploitation.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure that they are aware of the signs and symptoms of abuse, neglect and exploitation, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare. This is why relational practice is so important.
- It is essential that a member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO, Ofsted or NSPCC Whistleblowing help line or website. Staff should not assume someone is taking action and sharing information that might safeguard a child.

There are three main elements to our school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Everyone at Woodmancote and Little Chestnuts recognise the fact that they do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures and always with the best interests of children at heart.

STAFF, VOLUNTEERS & GOVERNORS WORK TOGETHER IN PARTNERSHIP WITH PUPILS AND PARENTS TO:

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.
- Establish and maintain an environment where children are encouraged to talk, and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult at Woodmancote or Little Chestnuts if they are worried.
- Ensure our children are equipped with the skills they need to keep themselves safe.
- Ensure all Woodmancote and Little Chestnuts staff members maintain a **culture of vigilance** and have an attitude of '**it could happen here**' where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.
- Ensure that all staff are prepared to identify children who may benefit from early help.
- Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum.
- Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person's well-being (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).
- Ensure that we have suitable staff by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.

8.3 AIMS

The aims of this policy are:

- To raise the awareness of **all school stakeholders** of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse, and is based upon good levels of communication

- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, a prohibition check where relevant (according to guidance) , and a central record is kept for audit.
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and Online Safety.

9 SECTION.2: STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- [Gloucestershire Safeguarding Children Partnership \(GSCP\)](#)
- Keeping Children Safe in Education: statutory guidance for schools and colleges
- Working Together to Safeguard Children (DfE 2023)
- What to do if you are worried a child is being abused (2015 advice for practitioners).

Working Together to Safeguard Children (DfE 2023) requires all schools to follow the procedures for protecting children from abuse which are established by the GSCP. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Furthermore, Keeping Children Safe in Education places the following responsibilities on all schools:

- All staff members should be aware of systems which support safeguarding and these should be explained as part of induction.
- All staff must understand the role of the DSL (Designated Safeguarding Lead) and the DDSLs (Deputy Designated Safeguarding Leads).
- All staff must recognise the contribution that the school can make to inter-agency working by providing a co-ordinated offer of early help for children with additional needs

- Overall responsibility for safeguarding and child protection matters rest with the Designated Senior Person (referred to in 'Keeping Children Safe in Education' as Designated Safeguarding Lead'). This responsibility cannot be delegated.
- Staff with the designated safeguarding lead responsibility should undergo updated child protection training at least annually.
- Schools should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP). <https://www.gloucestershire.gov.uk/gscp/>
- All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- All staff should be made aware that 'upskirting' is now a criminal offence. A definition has been included which describes upskirting as, "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm"
- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.
- All concerns or discussions must be recorded by staff using the school's system. (CPOMs)
- Staff must be able to distinguish between a CONCERN, RISK OF HARM or IMMEDIATE DANGER.
- Appropriate, regular and planned training for all staff, including Online Safety, An understanding of the expectations, applicable roles and responsibilities around filtering and monitoring and all via Briefing notes, emails or face to face.

10 SECTION.3: OUR COMMITMENT TO EQUALITY

Everyone at Woodmancote and Little Chestnuts will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. This policy supports our commitment to anti-discriminatory practice, recognising the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

3.1 SAFEGUARDING SPECIFIC VULNERABLE GROUPS

Any child at Woodmancote or Little Chestnuts may benefit from early help (Please refer to early help section). However, every member of staff is expected to be particularly alert to the potential need for early help for any child who:

- Is in care
- Has special educational needs and/or disabilities
- Is missing or absent from education
- 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

- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- 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 privately fostered
- Is unsure of sexual orientation or has a member of the family transitioning
- Has a family member in prison

*** Children missing/absent from education**

A child going missing/absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation (e.g. County Lines), or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

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

We will follow our procedures (Local Authority guidance) for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

11 SECTION.4: ROLES AND RESPONSIBILITIES

11.1 SCHOOL SAFEGUARDING RESPONSIBILITIES

The school will:

- **Abide by the Keeping Children Safe in Education guidance**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2023*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Use an Online Reporting and Recording programme (CPOMS)

- Give all staff and volunteers a copy of Part 1 and Annex B of KCSIE and ensure it is understood.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Safeguarding Partners
- Appoint a lead Governor responsible for safeguarding practice within the school
- Ensure that any weaknesses in child protection are identified and remedied immediately. The GSCP Implementation Tool and the Assurance Declaration will be used to fulfil this obligation.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover
- Ensure that the DSL (usually) leads on the Prevent agenda
- Have a named member of staff to support children who are in Care (Designated teacher) who will work closely with the DSL where this post is held separately **MRS K BAXTER (Sept 25)**
- Require teachers, staff and volunteers to read and implement the appropriate procedures as outlined by the Safeguarding Partners
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Gloucestershire Safeguarding Children Partnership alerts
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Relationships and Behaviour policy/code of conduct and safer working procedures

- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion-Mrs Workman
- Have an Online Safety policy in line with Safeguarding Partners requirements
- Have a member of staff as an Online Safety Champion-Mrs Grosvenor/Mrs Johnson
- Have a Whistle Blowing Policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the GSCP Safeguarding Implementation tool and Assurance Declaration which will be jointly completed with the Governing body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and Safeguarding Partner guidance
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy at least annually
- Standing item on safeguarding at full governing body meetings
- Governors to have read and understood 'Keeping Children Safe in Education, 'Working Together to Safeguard Children' and undertaken relevant training
- Take a whole school approach to Filtering and Monitoring (See Online Safety Policy and Acceptable Use Policy)

The school has a responsibility to work with other agencies on all safeguarding issues (both current and possible in the future) which may include:

- Child exploitation - child sexual exploitation (CSE); county lines & trafficking
Defined as may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator
- Children missing education (CME) and Children absent from education
- Children missing from home or care
- Bullying including cyberbullying and prejudice-based bullying
- Domestic abuse
- Children in the courts
- Children with family members in prison
- Drugs and alcohol misuse
- Health and well-being - fabricated or induced illness; medical conditions; mental health and behaviour
- Homelessness
- Faith abuse
- So called honour-based violence - Female Genital Mutilation (FGM)
- Forced marriage
- Violence - gangs and youth violence; gender-based violence/violence against women and girls (VAWG); sexual violence and sexual harassment

- Missing children and adults
- Private fostering
- Radicalisation/extremism - Prevent & Hate

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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

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

- Online - Sexting/grooming and other E safety issues
- Teenage relationship abuse
- Child on child Abuse

11.2 DESIGNATED SAFEGUARDING LEAD (DSL)

At Woodmancote and Little Chestnuts, the Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Head leads on allegations against staff)
- Keeping secure Child Protection, Children in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Inducting staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Partnership and Integrated Care Boards
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings
- Undertaking a safeguarding evaluation/audit, report to the Leadership Team and Governing Body.
- Informing the Local Authority of any safeguarding issues related to Elected Home Education (EHE) Elective home education can mean that some children are not in receipt of suitable education, however, any home educated children have a 'positive learning experience'

The DSL, Deputy DSL or Additional DDSL will always be available for school stakeholders, either in person, via telephone, on TEAMS or through email) to discuss any safeguarding concerns. To strengthen this, there are two deputies to provide safeguarding cover at all times e.g. the DSL may be on planned

time away from the school for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff will be aware of which deputy DSL is available.

Current DSL and DDSL responsibilities at Woodmancote and Little Chestnuts:

DSL (Designated Safeguarding Lead), CSE (Child Sexual Exploitation) and PREVENT duty is:

Mrs S Johnson (Headteacher)

head@Woodmancote.gloucs.sch.uk

Tel: 01242 674312

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.

Deputy DSL is: Mrs Sarah Badham (Deputy Headteacher) sbadham@Woodmancote.gloucs.sch.uk

Tel: 01242 674312

Additional Deputy DSLs:

- **Mr Rob Evans (SIT) revans@Woodmancote.gloucs.sch.uk Tel: 01242 674312**
- **Caroline McCormack (SIT) cmccormack@woodmancote.gloucs.sch.uk**
- **Kathryn Baxter (SIT) kbaxter@woodmancote.gloucs.sch.uk**

11.3 GOVERNANCE

Woodmancote and Little Chestnuts has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead and Chair of Governors on safeguarding issues.

The responsibilities of the Governing body in relation to safeguarding are outlined in KCSIE and Ofsted Inspecting safeguarding in early years, education and skills settings.

At Woodmancote and Little Chestnuts, the Governing Body plays a crucial role in that it must ensure that governors comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at our school are effective and comply with the law at all times.

The nominated governor for safeguarding & child protection including CSE, Prevent Duty and Children in Care at Woodmancote and Little Chestnuts is: Mrs Clare Spiller

The responsibilities placed on the governing body include:

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns

- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy & code of conduct
- Making sure that children are taught about how to keep themselves safe
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Ensuring that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Ensuring that a senior leader has Designated Safeguarding Lead (DSL) responsibility.
- Ensuring that all other staff have Safeguarding training updated as appropriate (minimum of annual).
- Ensuring that any weaknesses in Child Protection are remedied immediately.
- Ensuring that a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Ensuring that Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means.
- Ensuring that The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through Relationship education.
- Ensuring that an enhanced DBS check is in place for all Governors.
- Ensuring that the DSLs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every 5 years.
- Ensuring that all members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- Ensuring that all members of staff are trained in online safety and how to report concerns and receive regular updates through CPD or school based training.
- Ensuring that all other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Ensuring that all members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse
- Ensuring that all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy, on the school website.
- Ensuring that the school's lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and that community users organising activities for children are aware of the school's child protection guidelines and procedures.
- Ensuring that the Governing Body will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer OR <https://www.gloucestershire.gov.uk/gscp/lado-allegations/>
- Ensuring that the school's procedures are regularly reviewed and up-dated.

- Ensuring that the name of the designated members of staff for Child Protection, the DSL Officer, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Governors and staff are aware of their obligations under the UKL General Data Protection Regulation (UK GDPR) and the Data Protection Act (DPA)
- Making sure policies covers appropriate filtering and monitoring on school devices and school networks
- Reviewing the [DfE's filtering and monitoring standards](#) and discuss with IT staff and service providers what more needs to be done to support the school to meet the standards
- Ensuring that where the school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. We will be satisfied that the placement meets the pupil's needs

11.4 STAFF

All staff and volunteers play a vital role in ensuring that all children are safe at Woodmancote and Little Chestnuts. It is expected that all staff and volunteers understand and fulfil their responsibilities, and are fully committed to the following:

11.4.1 Staff Conduct (Please refer to Woodmancote and Little Chestnuts Staff Code of Conduct Policy)

- Establishing and maintaining positive relationships with all children in line with the school's Relationship and Behaviour Policy
- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers and governors not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Staff and volunteers declaring any offences or involvement with the police relevant to their employment

- Understanding that where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.
- Understanding that GDPR does not prevent information sharing for the purpose of keeping children safe.
- Staff are aware that they have the power to withhold information to promote children's welfare, as well as share it.

11.4.2 Staff training and induction (following both national and Safeguarding Partner guidance at all times)

- All new staff, volunteers and Governors will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy
- The DSL and deputies will attend multi-agency (Level 3) safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and Safeguarding Partner policy and guidance
- The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.
- Online Safety training will be included in training for staff as will filtering and monitoring.

11.4.3 Safer working practice

- All staff & volunteers share the importance of safer working practices in that it ensures that pupils are safe
- All staff & volunteers are aware of the expectations of this guidance and that they are working within this, that relevant training is given and advice, guidance or sanctions applied where guidance is not followed
- All staff, volunteers and Governors are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- All staff & volunteers work in an open and transparent way
- All staff & volunteers discuss and/or take advice from school management over any incident which may give rise to concern
- All staff & volunteers record any incidents with the actions and decisions made
- All staff & volunteers apply the same professional standards regardless of gender, race, disability or sexuality
- All staff & volunteers are aware of confidentiality policy
- All staff & volunteers are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- All staff & volunteers adhere to the relevant online safety policies related to the use of technology both within and outside of school

11.4.4 Responding to signs of abuse or neglect

- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned
- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection
- From 2024, the definition of abuse also includes 'where they see, hear or experience its effects' in relation to domestic abuse.
- All staff should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- Ensure that the DSL/staff are using the guidance (GSCP Website) when making decisions about appropriate support or referral for a child
- Staff ensure that all concerns must be recorded in line with Safeguard Partner guidance
- When concerned about the welfare of a child, staff members should always act in the best interests of the child
- Staff should not assume someone is taking action and sharing information that might safeguard a child

11.5 PUPILS

At Woodmancote and Little Chestnuts, it is crucial that all pupils are protected and helped to keep themselves safe. To this end:

- All pupils have the right to be protected from abuse, neglect and exploitation
- All pupils should be confident that they are listened to at all times in relation to safeguarding concerns both relating to themselves or to other children and that these concerns will be acted upon
- All pupils in the school are aware of staff who they can talk to. The names of the DSL/SEN Co/pastoral care workers etc. are available throughout the school in the form of posters
- Pupils who are being abused, neglected or at risk of harm will be confident to tell people they trust and with whom they feel safe
- All pupils should be confident that they are protected and helped to keep themselves safe from child on child abuse, bullying, homophobic behaviour, racism, sexism and other forms of discrimination
- All pupils are taught, at an age-appropriate level, key aspects of safeguarding through PSHE (JIGSAW CURRICULUM) as a preventative measure e.g. child sexual exploitation at an age appropriate level, the importance of keeping safe through the NSPCC PANTS programme and on line resources such as Childline and ThinkUKnow to develop their understanding of online safety. As a result of this training, children will be confident to keep themselves safe
- All children play their part in ensuring that behaviour is positive and consistent at all times

11.6 PARENTS

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

- Everyone at Woodmancote and Little Chestnuts is committed to working with parents positively, openly and honestly by establishing positive and constructive relationships
- We ensure that all parents are treated with respect, dignity and courtesy
- We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child
- We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm
- We encourage parents to disclose any concerns they may have
- We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website
- There is a commitment to work in partnership with parents or carers and in most situations, it may be appropriate to discuss initial concerns with them. It should be recognised that there are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

11.7 OTHERS

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation
- All other professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so
- Agency, third-party staff and contractors, will understand that the guidance in KCSIE will be followed at all times
- The identity of all visitors to school will be checked on arrival.

12 SECTION.5: PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection. All staff and governors also recognise that because of the day to day contact with children, they are well placed to observe the outward signs of abuse or other issues impacting a child (e.g. self-harm, low self-esteem, low-mood).

The school community will therefore:

- Ensure that all children know there is an adult whom they can approach if they are worried or in difficulty. Relational Practice increasingly plays an important part of this process.

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through the school council, pupil questionnaires and involvement in anti-bullying week and other such events.
- Familiarise itself with the definition of extremism and radicalisation- 'the process of a person legitimising support for, or use of, terrorist violence'
- Seek to identify individuals who may be susceptible to radicalisation into terrorism.
- Include opportunities across the curriculum, (SMSC/PSCHE/RE), which equip pupils with the skills they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work (including homophobic and transphobic bullying) and online safety.
- Include opportunities in the curriculum to prepare for transitions. Transitions can be a time of great anxiety so considering additional emotional support young people may need is important (offer of early help) to keep children safe.
- Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting children where appropriate.
- Seeking early help for young people when concerns become apparent or notifying social care (via the MASH) as soon as there is a significant concern.

13 SECTION.6: OUR OFFER OF EARLY HELP (Please refer to Appendix 2 for further details)

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. We believe that early interventions for children or their families are more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early Help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. (KCSIE 2024)

At Woodmancote and Little Chestnuts, we recognise that any child may benefit from early help, but insist that staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs (children with disabilities are 3 times more likely to be abused than their peers.)
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups (Child Criminal Exploitation)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

- is at risk of modern slavery, trafficking or exploitation
- <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- is at risk of being radicalised or exploited
- 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 a privately fostered child

Staff will also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

Schools such as ours are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. We will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm. Families themselves should also feel empowered to make contact with the relevant professionals or agencies should they need help and support.

Our aim at Woodmancote and Little Chestnuts is to help pupils and families as early as possible when issues arise: 'offering 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.

All staff at Woodmancote and Little Chestnuts are aware of the offer of early help. At all times all staff are asked to consider if there is any Offer of Early Help that we can make in order to help a child thrive. Parents will also benefit from having the Offer of Early Help information so that they can make decisions about where to go for professional help or support or where to ask questions when any need arises for their family. This applies not only to the children in our care at Woodmancote and Little Chestnuts but extends to families who may have concerns about older siblings.

It should be noted that our early help support (Nurturing and Emotional Support Team) will be kept under constant review and consideration will be given to referral to Children's Social Care if the child's situation does not appear to be improving. In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help.

To this end, school staff with designated responsibility for providing early help will:

- Undertake an assessment of the need for early help
- Make use of the graduated pathway for early help and service provided by the relevant Early Help Partnership
(Tewkesbury tewkesburyearlyhelp@gloucestershire.gov.uk
01452 328250)
- Provide early help services e.g. School Nurse, Pastoral support teachers, SENCO, Family Outreach Worker etc...
- Refer to appropriate services e.g. CYPS
- Ensure that pupils have a choice of staff available to them to listen to their concerns or needs, for example, emotional health needs

All staff will be supported in the following ways:

- Access to relevant training with a focus on how early help can support pupils
- Access to an up-to-date register of early help
- Access to GSCP website
- Support from senior members of staff with specific training in emotional health and well-being

Early Help, Woodmancote School and Little Chestnuts.

Early Help is about children, young people and families getting the right help at the right time, before issues get worse.

The purpose of "Early Help" is to prevent issues and problems becoming serious and harmful to the child, young person, family and community. When children and families need this extra support, they often need it quickly. Provision of early help support can be at all stages of a child's life; pre-birth, during pregnancy, childhood or adolescence.

Here at Woodmancote School and Little Chestnuts, we recognise the importance of Early Help and as a result, we have a dedicated NEST (Nurturing & Emotional Support Team) consisting of a range of staff members with over 60 years of educational experience between them, each offering different expertise to provide help, support and guidance within school and out. The team consists of:

Mrs Sally Johnson - Head Teacher head@woodmancote.gloucs.sch.uk

Mrs Leanne McNamee - Lead NEST Practitioner and Play Therapist

lmcnamee@woodmancote.gloucs.sch.uk

Mrs Caroline McCormack- SENCO senco@woodmancote.gloucs.sch.uk

Mrs Zoe Coltman - Medical

Mrs K Baxter- Designated Teacher and Children in Care Lead kbaxter@woodmancote.gloucs.sch.uk

Mrs K Holder-Family Support Worker kholder@woodmancote.gloucs.sch.uk

As a team, we meet regularly to discuss any NEST referrals made to us, regarding children or families, with any concerns which could be affecting the mental health and well-being of a child/children or family members.

Support for pupils includes:

- Providing a school culture where pupils are listened to, time to talk is valued and pupils are encouraged to speak of worries and concerns they may be experiencing.
- Promoting self-esteem, self-confidence and respect.
- Promoting positive coping strategies and resilience to face challenges presented to them.
- Promoting positive behaviour and positive attitudes towards learning and each other.
- NEST team supporting staff in developing class-based strategies and ideas for tackling problems/concerns.
- Offering 1-1 or group intervention support through bespoke and planned packages.
- Team Around the Child (TAC) meetings or Team Around the Family (TAF) - A multi-agency approach to creating a shared and agreed action plan with the aims of addressing any child issues or concerns.

Support for families include:

- Offering time to come in and chat and share concerns or worries that may be being experienced.
- Providing information and signposting to other local services.
- Liaising with external services to gain access and advice on key issues.
- Advice and support for promoting positive behaviour and mental health at home.
- Offering help in completing forms e.g. foodbank vouchers, attendance, online school forms for free milk/free school meals etc.
- A venue for social groups to come together, talk and support each other.
- Team Around the Family (TAF) meetings - A multi-agency approach to creating a shared and agreed action plan with the aims of addressing any family issues or concerns.

If you have any mental health and well-being concerns regarding your child/children or family please do not hesitate to contact us. This can be done by:

- Speaking to the class teacher.
- Asking for a NEST referral to be made on your behalf via the class teacher.
- Contacting a member of the NEST team directly via email or telephone.

We value that promoting positive mental health and well-being in our children, families and staff is of paramount importance if wanting those within our care to have healthy, successful and happy days within our school environment. Promoting positive mental health strategies through curriculum and learning is paramount but also knowing that support is available through our NEST team is crucial for those needing to access Early Help, hopefully from preventing problems from growing bigger.

If anyone thinks a child or young person is at immediate risk of significant harm they should always call 999. Anyone can do this. In the case of needing medical help fast dial 111.

14 SECTION.7: CONFIDENTIALITY

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

- The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- The Headteacher or DSLs will disclose any information about a situation pertaining to safeguarding or child protection (anonymised) to the named safeguarding governor or Chair of Governors when appropriate.
- 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. If in doubt, we will consult with Gloucestershire Safeguarding Children Partnership (GSCP) on this point.

15 SECTION.8: SUPPORT

15.1 SUPPORTING THE CHILD

15.1.1 The child's wishes

Where there is a safeguarding concern, those involved should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place for children to express their views. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

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

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

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

Our school will therefore support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and offering Early Help.
- Notifying Social Care as soon as there is a significant concern.

Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

15.1.2 Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are put in place to support pupils in school.

15.2 SUPPORTING STAFF

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

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

16 SECTION.9: STAFF TRAINING

The Governing body at Woodmancote Primary and Little Chestnuts will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, briefing notes or staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Our Governing body recognises the expertise staff build up by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

Governors will also ensure that as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including

online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

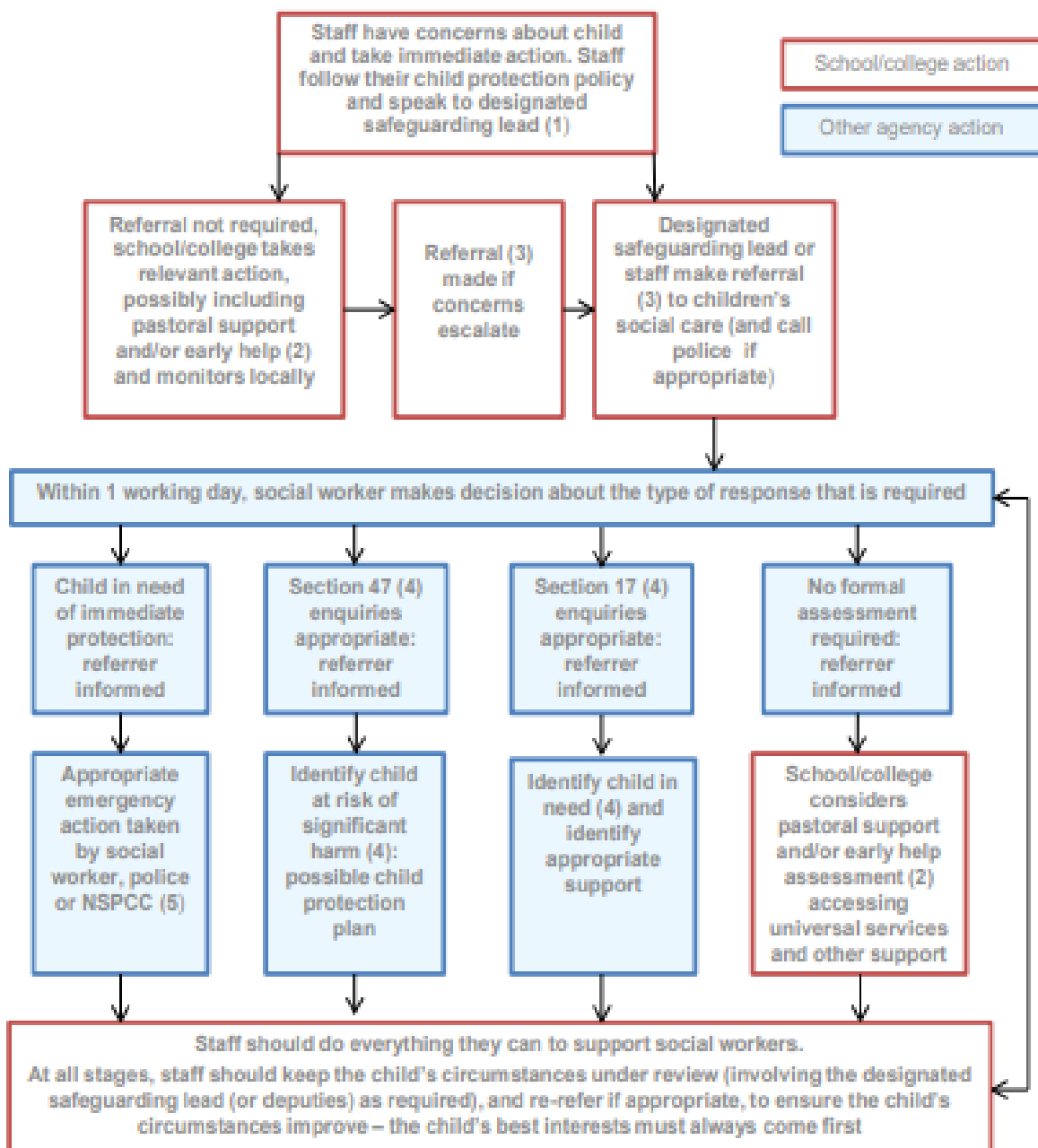
Governors will ensure that the DSL, DDSL and additional DSL receive the relevant training to enable them to carry out their roles effectively (Please refer to DSL Job Description).

17 SECTION.10: THE CHILD PROTECTION REFERRAL PROCESS

17.1 THE GSCP (GLOUCESTERSHIRE SAFEGUARDING CHILDREN'S Partnership) WEBSITE

sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed

KCSiE also provides clear guidance (see flow-chart below)



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

17.2 RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF

The guidelines set out in Appendix. 1 should be followed in the event of a child making a disclosure.

10.3 UNDERSTANDING THE PROCESS

1. A member of staff should raise any concern immediately with a member of the leadership team or one of the DSLs or DDSLs.
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the guidance on the GSCP website and also the Levels of intervention (See Appendix.3) windscreen also on the website.

 New Professional Advice Line Now Open - 01452 427070

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.

- 3a) If Staff need to make a referral, this is done via the Front Door for Children's services by completing a MARF on a portal called Liquid Logic. When a child is at immediate risk of significant harm, staff should continue to contact the Front Door on 01452 426565 (Option 1) and/or ring 999.
 - 3b) In the case of FGM (Female Genital Mutilation) staff must personally call the police with any disclosure that FGM has been carried out (in addition to liaising with the DSL).
 4. The DSL or DDSL 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).
- **Child in need of services:** services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
 - **Child in need of Protection:** A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that a Child Protection Conference is required, which should then be held within 15 working days.

10.4 RESPONDING TO SIGNS OF ABUSE OR NEGLECT

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate

- DSL / staff will use the GSCP Levels of Intervention guidance when making decisions about appropriate support or referral for a child
- All concerns must be recorded in line with GSCP guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

10.5 FOLLOWING UP REFERRALS

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level
- Where there is a difference of opinion with another agency and this cannot be resolved, the GSCP ESCALATION guidance should be used.

18 SECTION.11: ALLEGATION MANAGEMENT

18.1 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN 'CHILD ON CHILD ABUSE'

Staff should recognise that children are capable of abusing their peers. Our child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child on child abuse will be investigated and dealt with. More detailed guidance can be found in the 'Early Help' section found in Appendix.3

This form of abuse should never be tolerated or passed off as "banter" or "part of growing up". Whilst by no means an exhaustive list, Child on child abuse can manifest itself in many ways:

- Physical abuse (biting, hitting, kicking, hair pulling etc...)
- Sexually harmful behaviour/sexual abuse (e.g. inappropriate sexual language, touching, sexual assault etc..)
- Bullying (physical, name calling, homophobic etc...)
- Cyber-bullying (use of mobile phones, instant messaging, email, chat, social media)
- Sexting
- Initiation/Hazing (a form of initiation ceremony which is used to induct newcomers into an organisation)
- Prejudice Behaviour (prejudice-related bullying linked to disabilities and SEN, ethnic, cultural and religious, gender, home life and sexual identity)
- Teenage relationship abuse

18.2 EXPECTED ACTION TAKEN FROM ALL STAFF

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse **immediately and sensitively**. It is necessary to gather the information as soon as possible to get the true facts around what has occurred to avoid a situation where child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

18.3 GATHER THE FACTS

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who saw the incident? What was seen? What was heard? Did anyone try to stop it?)

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next, you will be informed on your next steps.

For Child on child abuse, and where it is deemed that a child is not at risk of serious harm, the child protection procedures should be followed and a referral made. The response given will vary according to the age of the young person and the particular characteristics of the situation.

18.4 POINTS TO CONSIDER

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who

are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying, for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Helpdesk.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a trusted adult in school. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases, support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a consequence, such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour and the impact upon others. The school will maintain a relational/restorative approach to dealing with all issues.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

18.5 PREVENTATIVE STRATEGIES

At Woodmancote and Little Chestnuts we believe that it is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly is the recognition that child on child abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This will be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

It is also important that all members of staff put relational practice at the core of their interactions with each other and with children. In this way Relational Practice can be modelled and promoted by all members of the school community.

To enable such an open and honest environment it is necessary to ensure that the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another. In order to create such an environment, leaders recognise the importance of whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. ChildLine posters are displayed around school and the school makes use of the NSPCC for pupil workshops.

Finally, it is important that pupils have a voice in our school. By doing this, we feel that a positive ethos in school will be created and a culture where all children understand the boundaries of behaviour before it becomes abusive.

18.6 ALLEGATIONS AGAINST STAFF

All school staff should take care not to place themselves in a vulnerable position with a child. All Staff should be aware of the school's Guidance on Behaviour Issues, Staff Code of Conduct and the school's own Relationship and Behaviour Policy. Guidance about conduct and safe practice, including safe use of

mobile phones by staff and volunteers will be given at induction and is made clear in the staff code of conduct.

11.6.1 Allegation Management Thresholds

The guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at Woodmancote and Little Chestnuts that provides education has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

We understand that a pupil may make an allegation against a member of staff. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

In accordance to national guidance, the following definitions are used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

11.6.2 What to do if an allegation is made?

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher, who will then refer to the appropriate Local Authority Designated Officer (LADO).

Gloucestershire Local Authority Designated Officer (LADO):

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

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will then report this to the LADO without notifying the Headteacher first.

KCSiE and Gloucestershire GSCP procedures for managing allegations against teachers and other staff will be followed for both the investigation and support for the member of staff.

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

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

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

It should be noted that a referral to the Disclosure and Barring Service (DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence

Low Level Concerns (concerns that do not meet the harm threshold)

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

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

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

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

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

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

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

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Conduct Policy.

In the event of the concern being raised about the Headteacher, the role will be undertaken by the Chair of Governors

19 SECTION.12: WHISTLE-BLOWING

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

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

Whistle-blowing about the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff in the school office.

If staff members have concerns about another staff member, then this should be referred to the Headteacher.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Leadership Team. Appropriate whistleblowing procedures are suitably reflected in the safeguarding induction pack and staff code of conduct policy to enable this to happen.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

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

20 SECTION.13: SAFEGUARDING AND OUR CURRICULUM

20.1 SAFEGUARDING & EMOTIONAL HEALTH AND WELLBEING WITHIN THE CURRICULUM

Through PSHE and other curriculum contexts such as Relationships Education (RE), children at Woodmancote and Little Chestnuts are encouraged to talk about their feelings to deal assertively with pressures that they may face. Every opportunity is taken to teach children about safeguarding such as child sexual exploitation, healthy relationships, hate, Domestic Abuse and bullying, and forced marriage. Children are listened to and provided with age-appropriate advice and guidance. They also know who they can turn to if they need help.

Key staff have undertaken Mental Health First Aid training and the school is aware of and makes full use of the outcomes from the on-line pupil survey.

The use of the Jigsaw Curriculum supports the delivery of this aspect of the curriculum.

20.2 ONLINE SAFETY

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

20.2.1 Filters and Monitoring

At Woodmancote and Little Chestnuts, we ensure that appropriate filters and appropriate monitoring systems are in place. The governing body recognises that whilst it is essential that appropriate filters and monitoring systems are in place, they are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school community also recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. We believe that an effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and deal appropriately with any incident where appropriate. This is achieved through specific websites being identified on the main school website and the use of professionals to lead online events for parents. Whilst filtering and monitoring are an important part of the online safety picture for our school, it is only one part of a whole school approach to online safety.

Further information can be found in the 'Acceptable Use of IT' policy.

The Governing Body will be using relevant guidance to meet the challenges of keeping children safe online.

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

20.2.2 Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[NSPCC Sexting Advice](#)

[NSPCC Child Sexual Exploitation Advice](#)

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

20.3 OFF SITE VISITS

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the GSCP procedures as outlined within this policy. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass the concern to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

20.4 TRANSPORT

A risk assessment is in place for all transport movements. If transport is required for a school trip permission is obtained from parents. Staff/volunteers using their own cars to transport children have insurance that covers Business use and relevant checks are carried out to ensure that vehicles have current MOTs and drivers have current driving licences. Consideration is also given to the [use of booster/car seats to meet UK legislation](#).

21 SECTION.14: MULTI-AGENCY WORKING

Everyone at Woodmancote and Little Chestnuts is committed to developing effective partnership working with relevant agencies in the best interest of children and young people. Effective multi-agency working and communication helps to safeguard young people.

Children on Child Protection Plans

We fully support children, and families, who have a child protection plan in place. Our school has good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core groups, when they occur. Woodmancote and Little Chestnuts will notify the relevant social worker if there is an unexplained absence of more than two days of a child who has a child protection plan.

Woodmancote and Little Chestnuts staff, working with Children in Care (CIC) (formerly known as Looked After), understand their responsibility for keeping CIC safe; the care arrangements for the child and the role of the Virtual School. There is a staff member designated to lead on CIC. Staff will make contact with the Virtual School to ensure we have all relevant information including the child's legal looked after status, contact arrangements and the social worker details.

<https://www.gloucestershire.gov.uk/vschool/>

22 SECTION.15: CHECKING THE IDENTITY OF ADULTS IN SCHOOL

Woodmancote and Little Chestnuts requires that ALL VISITORS (without exception) comply with the following policy and procedures. Failure so to do may result in the visitor's escorted departure from the school site. This applies to:

- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- All governors of the school
- All parents and volunteers
- Other Education related personnel (Social Care personnel, Inspectors)
- Building & Maintenance and all other Independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses or in taxis

Protocols and Procedures for Visitors to the School

All visitors to the school will be asked to bring formal identification with them at the time of their visit. They must follow the procedure below.

- Once on site, all visitors must report to reception first, including visitors to Little Chestnuts. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will sign in.
- All visitors will be required to wear an identification lanyard - this must remain visible throughout their visit.
- Visitors on their first visit will be given a "Child Protection visitors guide". They must read this while they are waiting for an escort. This needs to be returned to reception at the end of their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List Identification where their DBS has been checked and logged.

Visitors Departure from School

On departing the school, visitors **MUST** leave via reception and:

- Sign out
- Return the identification badge to reception
- A member of staff should escort the visitor to the reception. Unless they have a checked DBS

Unknown/Uninvited Visitors to the School

Any visitor to the school site who is not wearing an identity badge must be challenged politely. An enquiry must be made to ascertain who they are and their business on the school site. They should then be escorted to reception to sign in and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply. In the event that the visitor refuses to comply, they will be asked to leave the site immediately and a member of the SLT must be informed. The SLT member will consider

the situation and decide if it is necessary to inform the police. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

Governors and Volunteers

All governors and parent helpers must comply with Criminal Records Bureau procedures, completing a DBS disclosure form (if not already held) via the School office. The School has a Volunteers Policy that outlines all processes in relation to the recruitment of volunteers and the various checks that will be completed.

All staff must enter through the main entrance and sign in on their arrival and departure. Blue identification lanyards must be worn by staff at all times.

Staff Development

As part of their induction, new staff must understand the importance of the policy for external Visitors and asked to ensure compliance with its procedures at all times.

23 SECTION.16: RELATED POLICIES

Safeguarding and child protection is at the core of all that we do at Woodmancote and Little Chestnuts and therefore relates to all policies. There are particularly important links between this child protection policy and the following policies:

Safeguarding Policies	Policies currently allocated to Premises which have a Safeguarding element
Acceptable Use	Accessibility Policy, Audit and Plan
Allegations against Staff	Anaphylaxis Awareness and Monitoring
Anti-Bullying	Disability Discrimination Policy and Plan
Attendance	Business Continuity Plan
Bereavement	
Children in Care	Emergency Asthma Inhaler Policy
Children with Health Needs Who Cannot Attend School	
Code of Conduct	Fire Risk Policy and Risk Assessments
Complaints	Health and Safety Policy
Cyber Security	Lone Working Policy
Educational Visits	Lettings Policy
Equality	Security Policy
Flexi-Schooling policy	Records Management Policy
Governor's Behaviour Statement	
Intimate Care	
Lockdown	
Online Safety	
Preventing Radicalisation	
Recruitment and Selection	
Recruitment of Ex-Offenders	
Relationship and Behaviour	
Restrictive Physical Intervention	
Safeguarding and Child Protection	
SEN	
Supporting children with medical needs	
Volunteers in School	

24 SECTION.17: USE OF REASONABLE FORCE AND ANTI-BULLYING

The Use of Physical Intervention (Please refer to Restrictive Physical Intervention Policy (formerly known as Positive Handling Policy))

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

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained by Team Teach. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of bullying e.g. cyber, racist, homophobic and gender related. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Dealing with Racist Incidents

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

25 SECTION.18: REPORTING

All concerns, discussions and decisions made, and the reasons for those decisions, must be recorded on the school system, CPOMs. If there is any doubt about what should be recorded, staff should discuss it with the DSL (or DDSL).

26 SECTION.19: INFORMATION SHARING

At Woodmancote and Little Chestnuts, all staff recognise that information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. The school and staff will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

As part of this duty, the school is fully aware that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, the school and staff also recognise that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Relevant staff have received training to ensure that they have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.

Staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

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

27 SECTION.20: MONITORING AND EVALUATION

Our Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by the Headteacher/DSL and Safeguarding Governor on a termly basis to ensure that it is understood and being operated effectively in practice.

To support this monitoring, the following sources of information will be used:

- Designated Safeguarding Governor visits to the school
- Scrutiny of Single Central Record (SCR)
- Leadership Team 'drop ins' and discussions with children and staff
- Completion of the GSCP annual Section 175 audit

- Pupil surveys and questionnaires, including the Gloucestershire on-line pupil survey (OPS)
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents/referrals for LT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of training undertaken by all staff and volunteers
- Information and updates from GSCP DSL forums

Signed: (Chair of Safeguarding Committee)

28 APPENDICES

28.1 APPENDIX.1: RESPONDING TO DISCLOSURES – GUIDANCE FOR STAFF

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on CPOMS (or form in LC) exactly what the child has said to you and include:**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - The DSL should keep written records of all concerns on CPOMS, along with discussions and decisions, including the rationale for those decisions
 - This will include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.
- **Be clear about what the child says and what you say**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform such as Designated Safeguarding Lead (DSL); DDSL/ Additional DDSL and/or Chair of Governors.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

NB: Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

If a child is in immediate danger you must contact 999.

28.2 APPENDIX.3: [GSCP WINDSCREEN](#)

