

Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Child Protection and Safeguarding Children Policy

Subject to approval by the Governing Body

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Next Review September 2025

Committee Full Governors

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CONTENTS

SECTION 1: Child Protection and Safeguarding Policy

- 1 Introduction
- 1.1 Definition of Safeguarding
- 2 Ethos
- 3 Scope of the policy
- 4 Policy aims
- 5 The legal framework
- 5.1 Statutory framework
- 6 Roles and responsibilities
- 6.1 School safeguarding responsibilities
- 6.2 Designated Safeguarding Lead
- 6.3 Safer Working Practice
- 7 Training in child protection
- 8 Supporting children
- 9 What to do if you have a concern about a child
- 10 Early help for children and families
- 11 Confidentiality
- 12 Supporting staff
- 13 Allegations made against staff (including agency and contractors)
- 14 Whistle blowing
- 15 Professional challenge and disagreements
- 16 Safer recruitment
- 17 Health & Safety
- 18 Monitoring and evaluation of this policy
- 19 Visitors to school
- 20 Safeguarding continuum of need

SECTION 2: Signs and Symptoms of Abuse

- 1 Signs of abuse
- 2 Alternative Provision
- 3 Other specific safeguarding issues

- 4 Further information:
 - Child sexual exploitation
 - Child criminal exploitation
 - Female genital mutilation
 - Gangs and youth violence
 - Radicalisation
 - E-Safety
 - Fabricated or induced illness
 - Forced marriage
 - Honour based abuse
 - Gender based violence
 - Under age marriage
 - Faith abuse
 - Teenage relationship abuse
 - Child on Child abuse
 - Hate Crime
 - Upskirting
 - Dangerous Drugs Networks
- 4 Other information
- 5 Further advice regarding child protection

APPENDIX A: The Role of the DSL

APPENDIX B: Flow Chart for Holy Trinity Child Protection Procedures

APPENDIX C: Gloucestershire Safeguarding Continuum of Need

APPENDIX D: Responding to disclosures – guidance for staff

APPENDIX E: Allegations Management of abuse made against other children 'Child on Child Abuse'

SECTION 1: CHILD PROTECTION AND SAFEGUARDING POLICY

1. INTRODUCTION

Safeguarding children is everyone's responsibility at Holy Trinity Church of England Primary School. Everyone who comes into contact with children and families has a role to play. **If you have any concerns about the welfare of a child, you must raise it with the Designated Safeguarding Lead (DSLs), Mr David Le Templier. In their absence, the concern must be raised with one of our Deputy Designated Safeguarding Leads: Mrs Lynda Britton, Mrs Becky Hall or Miss Charlie Horsey.**

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.

Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

1.1. 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

'Keeping Children Safe in Education' September 2024

At Holy Trinity Church of England Primary School we consider safeguarding to encapsulate all practices, policies and behaviours which contribute towards a safe and caring environment for our children, staff, and wider community.

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 to Safeguard Children, 2024 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.

2. OUR ETHOS

At Holy Trinity C of E Primary School, staff members are advised to maintain an attitude of, "it could happen here" and "safeguarding is everyone's responsibility".

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

We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3. SCOPE

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4. POLICY AIMS

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

5. THE LEGAL FRAMEWORK

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- ***Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, 2018***
- ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024***

5.1. 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 and the 2004 Amendment which provides a framework for the care and protection of children

Education Act 2002 (section 175) which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- **The Education (Pupil Information) (England) Regulations 2005**
- **Gloucestershire Safeguarding Children Partnership** (Inter-agency Child Protection and Safeguarding Children Procedures) (<https://www.gloucestershire.gov.uk/gscp/>)
- **Keeping Children Safe in Education**: statutory guidance for schools and colleges (DfE guidance September 2024)
- **Working Together to Safeguard Children** (DfE 2018)
 - What to do if you are worried a child is being abused (2015 advice for practitioners)
 - Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 47 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
 - **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
 - **Statutory guidance on the Prevent Duty**, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalization and extremism
 - **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
 - Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
 - The **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018** (referred to in this policy as the "2018 Childcare Disqualification Regulations") and **Childcare Act 2006**, which set out who is disqualified from working with children
 - Requirements relating to safeguarding and welfare in the **statutory framework for the Early Years Foundation Stage**
 - The locally agreed multi-agency procedures that have been put in place by the 3 safeguarding partners – <https://www.gloucestershire.gov.uk/gscp/>

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Safeguarding Partners. 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 (DfE, September 2024)** 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 (DFE, September 2021 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 3 safeguarding partners that form the GSCP (Gloucestershire's Safeguarding Children Partnership)
- All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- All concerns or discussions, decisions made and reasons for those decisions must be recorded by staff using the school's electronic reporting system CPOMS (Child Protection Online Management System). Staff must be able to distinguish between a CONCERN, RISK OF HARM or IMMEDIATE DANGER.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

6. ROLES AND RESPONSIBILITIES

6.1 School Safeguarding Responsibilities

The school will abide by the Keeping Children Safe in Education September 2024 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 2018. 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. (KCSIE 2024 - Part one).

- Give all staff a copy of Part 1 of KCSIE 2024 and ensure that it is read and understood and knowledge of and access to all of KCSIE 2024 as well as Annex A and Part 5 'Child on Child sexual violence and sexual harassment.'
- 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 remedied immediately
- 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 Looked After Children (Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate procedures as outlined by the Safeguarding Partners
- Ensure that all members of staff (including supply teachers), 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 (GSCP) alerts
- Ensure that the relevant staff have undertaken appropriate training to contribute to multiagency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour Policy/ Code of Conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse, neglect and exploitation 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 an e-safety policy in line with Safeguarding Partners requirements
- 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 Self Evaluation audit tool (or similar) which will be shared 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 September 2024', 'Working Together to Safeguard Children' and undertaken relevant training

6.2 Designated Safeguarding Lead (DSL)

The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead (DSL)**. We have one DSL and three deputy DSLs to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in appendix A.

The DSL will usually be on our school's leadership team and their role of DSL will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL is also responsible for:

- Ensuring that written records of concerns are kept about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely until the child's 25th birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multiagency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff. Provide annual updates and notifications of any necessary changes, reminders being made available as required.
- Ensuring all new staff, volunteers and Governors will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy. They will be provided with copies of KCSiE 2024 Parts 1 & 5 to read, as a minimum requirement. The DSL is responsible for ensuring that all staff have signed a record to say they have read and understood these documents.

- Referring a child if there are concerns about possible abuse, neglect or exploitation, to the Children's Helpdesk. Referrals will be made in writing following an initial telephone call using a MARF (Multi agency referral form) through the online 'Liquid Logic Portal'.

The school has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body. Safeguarding is a standing item on the governing body agenda and is reported on at each full governing body meeting (FGB). In addition, the nominated governor, with the Headteacher, will provide an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

The **Headteacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The **Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, neglect and exploitation, how to respond to pupils who disclose this and what to do if they are concerned about a child.

The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training, to be renewed every 3 years.

6.3. SAFER WORKING PRACTICE

- All staff & volunteers share that 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 e-safety policies related to the use of technology both within and outside of school

7. TRAINING IN CHILD PROTECTION

The DSL, Deputy DSLs and nominated Governor have undertaken the compulsory training delivered through the Gloucestershire Safeguarding Children Partnership (GSCP) followed by biannual updates.

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.

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, neglect and exploitation.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, neglect or exploitation.

Staff knowledge and understanding of safeguarding policy and procedure are checked through monitoring the school processes and through staff questioning and questionnaires. Annual training updates are provided to all staff through feedback from GSCP forums.

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 Policy. Details of where this policy can be found are published in the school prospectus, newsletter and on the school website.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Our procedures are reviewed at least annually and will be updated as soon as necessary. The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly

advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse, neglect or exploitation.

All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs names clearly displayed, as part of their induction into the school.

The policy is available publicly either on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

8. SUPPORTING CHILDREN

We recognise that a child who is abused, exploited or witnesses violence may feel highly anxious, afraid, helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

Our school will support all children by:

- Providing high-quality and accessible pastoral support by properly trained staff
- 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.
- 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.

Any pupil at Holy Trinity Church of England Primary School may benefit from Early Help, however, every member of staff is expected to be particularly alert to the potential need for Early Help for any child who:

- are disabled or have special educational needs

- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines activity
- are young carers
- have a mental health need
- are frequently missing/goes missing from education, home or care
- are at risk of modern slavery, trafficking, sexual and or criminal exploitation
- are at risk of being radicalised or exploited
- have experienced multiple suspensions, is at risk of being permanently excluded from schools, and in alternative provision or a pupil referral unit.
- have a parent or carer in custody, or is affected by parental offending
- experience challenging family circumstance such as drug and alcohol misuse, adult mental health issues and domestic abuse
- are misusing alcohol or drugs themselves
- are at risk of honour-based abuse such as female genital mutilation or forced marriage
- are privately fostered child.

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Safeguarding children and young people with SEN, requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans that sufficiently respond to their needs. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse, neglect or exploitation such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Pupils with English as an Additional Language (EAL) and those in the Early Years (EYFS)

It is important to recognise that pupils with English as an Additional Language (EAL) and young children may have difficulties in communication or may be non-verbal. We need therefore to be especially vigilant when caring for these children and be alert to changes in appearance and behaviour.

An effective partnership between the SENCo in school, Designated Safeguarding and Pastoral leads should identify children and siblings with the highest risk factors in the above groups. By linking the

information, resources such as interpreters, sign language or visual cues, can be effectively focussed to provide the best possible support and outcomes.

Teaching staff and the wider staff team are expected to remain vigilant, and there is an expectation to share concerns identified with the DSL.

Pupils with a social worker

Pupils may need a social worker due to safeguarding and welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.

For example, it will inform decisions about:

- *Responding to unauthorised absence or missing education where there are known safeguarding risks*
- *The provision of pastoral and /or academic support*

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements. The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher (Mrs Becky Hall - Inclusion Lead), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to. Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

9. WHAT TO DO IF YOU HAVE A CONCERN ABOUT A CHILD

The school will then carry out the following procedures (see appendix B – Holy Trinity safeguarding flow diagram):

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"><li data-bbox="435 816 1421 1003">1. Discuss your concerns with the DSL, David Le Templier, or in their absence, with the Deputy DSLs: Lynda Britton, Becky Hall and Charlie Horsey as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.<li data-bbox="435 1010 1421 1121">2. Log these concerns on CPOMS (Child Protection Online Management System) immediately and notify the DSL of written documentation through CPOMS.<li data-bbox="435 1127 1421 1266">3. <u>If the DSLs or the Deputies are not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.</u>

<p>Designated safeguarding lead</p>	<p>You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)</p> <ol style="list-style-type: none"> 1. Contact the relevant Duty and Assessment Team immediately. 2. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 3. If the Duty and Assessment Team accepts your contact as a referral, send them a completed Multi-Agency Service Request form (available from https://www.gloucestershire.gov.uk/gscp/) 4. The Duty and Assessment Team may decide, in discussion with you, that the child's needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action. 5. Record all your discussions and decision-making on CPOMS. Continue to update the child's CPOMS file and chronology as the investigation and the resulting work carry on. <p>You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need)</p> <ol style="list-style-type: none"> 1. Use the Continuum of Need tool to identify the level of need. 2. Discuss your concerns with senior colleagues in another agency, if necessary.
	<ol style="list-style-type: none"> 3. Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances. 4. If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed Multi-Agency Service Request form (available from https://children.gloucestershire.gov.uk/web/portal/pages/home as above.) 5. If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing early help services. 6. Record all your discussions and decision-making on CPOMS. Continue to update the child's CPOMS file and chronology as the investigation and the resulting work carry on.

Please note that any member of the public is able to make a direct referral to Gloucestershire Safeguarding Children's Board as outlined in section 1, step 3 of the above.

DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF If a

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts and do not put your own judgement on it.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Update CPOMS with written records of your discussions and notify the DSL and key staff. Alternatively, if appropriate, make a referral to children's social care and /or the police directly, and tell the DSL as soon as possible that you have done so. Again, add this record to CPOMS.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's CPOMS record with a full explanation of your decision.

It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

10. EARLY HELP FOR CHILDREN AND FAMILIES

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018* and local guidance, to any child who needs it.

We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

Targeted support is also provided by family key workers in specialist services, for example Probation, Gloucestershire Police, and by School Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.

Our school will [refer any child with needs at Level 3 on the Continuum of Need](#) to a targeted early help service and work with the service in any early help planning they may undertake to support the child.

We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Duty and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

CHILDREN'S-SOCIAL-CARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.

We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.

We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

INFORMATION SHARING

At Holy Trinity, 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.

The school's electronic system is fully compliant with The Data Protection Act 2018 and GDPR.

11. 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 (Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008).

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 GSCB on this point.

MULTI-AGENCY WORKING

Everyone at Holy Trinity 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. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within a local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The GSCP (Gloucestershire Safeguarding Children Partnership) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed (<https://www.gloucestershire.gov.uk/gscp/>) KCSIE 2024 also provides clear guidance.

Gloucestershire Encompass Commitment

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

Operation Encompass aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to nominated school staff.

This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Each school has members of staff who understand how to liaise effectively with police and Children's Social Care when required, and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident.

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

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

David Le Templier is the school's designated leads for Operation Encompass. They can provide in-school advice and guidance on support for domestic violence or suspected domestic violence.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Speak to a DDSL or a member of the SLT and/or seek advice from local authority children's social care. Make a referral to the local authority children's social care, if appropriate. Inform the DSL or deputy as soon as is practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include **Channel**, the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism or the local authority children's social care team.

12. SUPPORTING STAFF

All members of staff are trained in, and expected to adhere to the guidance laid out in the "Guidance for safer working practice for those working with children and young people in education settings" document. This document seeks to ensure that the responsibilities of educational settings leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children.

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.

13. ALLEGATIONS MADE AGAINST STAFF (INCLUDING AGENCY AND CONTRACTORS)

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

All Staff should be aware of the 'Guidance for Safer Working Practice' which is used as a basis for the school's own Behaviour Management.

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and referred to in the school's acceptable use policy.

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 Holy Trinity 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.
- behaved in a manner in their private lives that might indicate any of the above conditions.

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.

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): Nigel Hatten

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors (Helen Morris – chair@holyltrinity.gloucs.sch.uk) who will then report this to the LADO without notifying the Headteacher first.

KCSiE 2024 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.

Concerns that do not meet the harm threshold: 'low-level concerns'

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

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

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Again, concerns regarding a member of staff should be shared with the Headteacher, and the Deputy Headteacher in their absence. Complaints or concerns regarding the Headteacher should be shared with the Chair of Governors. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Concerns about agency staff and contractors

Holy Trinity Primary school will share concerns (including low-level concerns) with employers for agency staff and contractors where deemed appropriate. This information will be shared by the Headteacher or Designated Safeguarding Lead. A log of concerns shared will be recorded and maintained in a secure manner.

14. WHISTLE BLOWING

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

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

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, **Helen Morris**, 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

15. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the Headteacher, the Chair of Governors or with the Local Authority Designated Officer.

Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

If there are any professional disagreements with practitioners from other agencies, the DSL or the Headteacher will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Gloucestershire Escalation Policy <http://www.gscb.org.uk/Frequentlyusedforms>

16. SAFER RECRUITMENT

Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities. Application packs will include the school's statement on the employment of ex-offenders. This statement is also available on the school's website.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024*.

At least one member on every shortlisting and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.

The School Finance Officer, overseen by the Headteacher and the nominated safeguarding governor is responsible for ensuring that our **single central record** is accurate and up to date. This will be monitored regularly by the Headteacher and termly by the nominated safeguarding governor.

All shortlisted candidates will be provided with a self-declaration form. This is to be completed at interview and remain in a sealed envelope. It will only be opened once a decision has been made to offer employment to that individual, and before any offer is made. All other self-disclosures will be securely destroyed.

17. HEALTH & SAFETY

Our Health & Safety policy, as defined by the Gloucestershire County Council (GCC) document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

18. MONITORING AND EVALUATING THE EFFECTIVENESS OF THIS POLICY

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires, including the Gloucestershire on-line pupil survey (OPS)
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of the Single Central Record (SCR)
- Completion of the GSCP annual Section 175 audit
- Scrutiny of GB minutes
- Logs of bullying/ racist/ behaviour incidents for SLT and GB to monitor
- Review of training undertaken by all staff
- Review of parental concerns and parent questionnaires
- Review the use of the Thrive room and school pastoral support systems ● Information and updates from GSCP DSL forums

19. VISITORS TO THE SCHOOL

During school hours, all access gates and doors into the school are kept locked except at the beginning and end of the school day and at break times when access doors are manned by designated members

of staff. Individual visitors to the school (e.g. parents, prospective pupil parents, sponsors, contractors, maintenance workers and similar casual visitors) are able to gain entry through the main door only when it is opened by office staff who will then, if appropriate, escort them into the school. **At no point will such visitors be left alone with children.** Visitors are required to sign in and must wear designated 'Visitor' lanyards.

20. SAFEGUARDING CHILDREN CONTINUUM OF NEED

The Safeguarding Children Continuum of Need has been developed so that everyone working with children in Gloucestershire has a common language for understanding the needs and risks surrounding children and their families.

For example, if the school has concerns about a child and needs advice or support from a Duty and Assessment social worker, they will use the Continuum of Need as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need.

The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available in appendix C.

The Continuum of Need shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.

The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
 - extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to Early Help services.

SECTION 2: SIGNS AND SYMPTOMS OF ABUSE, NEGLECT AND EXPLOITATION

If staff notice any indicators of abuse, neglect, exploitation, mental health issues or signs that a child may be experiencing a safeguarding issue they should record these concerns and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing. Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

It is recognised that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns and alert the DSL.

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing using the agreed systems for the school.

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
2. Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
3. Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
4. Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

In a situation where police are present in the school, no interview with any pupil shall take place until parents/carers have been informed and given the opportunity to attend. This does not apply in those cases where the pupil has made allegations about a parent/carers.

In any event, no such interview shall take place without an appropriate adult being in attendance.

(The word "interview" in the context of the police means "to interrogate a person about a specific event").

Bullying may occur in any of the five areas of abuse and often includes a combination of these.

Alternative Provision

Where pupils require additional support in the form of alternative provision, the school will remain responsible for a pupil's welfare during their time at an alternative provider. The SENCO and DSL will visit to ensure that the setting is safe, and that supervision is appropriate. There will be regular communication with the setting to ensure that any concerns or non-attendance are shared immediately as the school remains the lead provider for the pupil. The pupil will be dual rolled for this period. Records in school will evidence the nature of the provision, the interventions, therapy, key objectives in place as well as the review dates and progress made. Transition plans back to home school will also be in place.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

2. OTHER SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues.

- child sexual exploitation (CSE) and child criminal exploitation (CCE)
- bullying including online bullying
- domestic abuse
- drugs
- homelessness
- fabricated or induced illness
- faith abuse
- so-called 'honour-based' abuse (including female genital mutilation (FGM) and forced marriage)
- gangs and youth violence
- County Lines
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer on peer abuse/child on child abuse
- private fostering
- children missing in education (CME)
- preventing radicalisation and the Prevent duty
- sexual violence and sexual harassment between children in schools
- teenage relationship abuse
- trafficking

- upskirting

3. FURTHER INFORMATION:

3.1 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include underage sexual activity, inappropriate sexual or sexualised behaviour, receiving unexplained gifts or gifts from unknown sources, having multiple mobile phones and worrying about losing contact via mobile, having unaffordable new things (clothes, mobile) or expensive habits, changes in the way they dress, seen at known places of concern, moving around the country, appearing in new towns or cities, not knowing where they are, getting in/out of different cars driven by unknown adults, having older boyfriends or girlfriends, contact with known perpetrators, hanging out with groups of older people, or anti-social groups, or with other vulnerable peers, associating with other young people involved in sexual exploitation, truancy, exclusion, disengagement with school, opting out of education altogether.

Prevention of CSE at Holy Trinity includes the use of the Gloucestershire CSE screening tool. If the school was concerned about CSE, we would contact GSCP and the Gloucestershire Constabulary CSE team.

3.2 Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

This abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For indicators of CCE, please see the section above on CSE.

If the school was concerned about CCE, we would contact GSCP and the police, if necessary.

3.3 Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. This practice involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. Circumstances and occurrences that may point to FGM happening are child talking about getting ready for a special ceremony, Family taking a long trip abroad, child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan), knowledge that the child's sibling has undergone FGM, child talks about going abroad to be 'cut' or to prepare for marriage.

If the school was concerned about FGM, we would contact the police immediately.

3.4 Gangs and Youth Violence

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Preventive work undertaken at Holy Trinity to prevent negative behaviour from escalating and becoming entrenched, include programmes aimed to improve social and emotional skills and programmes which help children understand risk and make safe choices. This is supported by our safeguarding curriculum.

Radicalisation:

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. The threats to children & young people take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel to promote and engage. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it.

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see the What is Channel section to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

Preventing extremism in schools and children's service

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.terrorism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-led

To report extremism in education, you can use the following link:

<https://report-extremism.education.gov.uk/>

3.6 E-Safety:

Keeping Children Safe in Education 2024 outlines that the use of mobile and smart technology should be reflected in the setting's child protection and safeguarding policy. There is an expectation that this should include filtering and monitoring on school devices and the school network.

We, at Holy Trinity, recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and seminudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims of supporting children to stay safe online, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private ○ How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present and in non-pupil areas such as the staffroom and school offices
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make parents and pupils aware that pupils are not permitted to have mobile phones or other devices with recording capacity on their person at school. Children who walk home from school may bring phones to school but they must be deposited in the school office at the beginning of the school day and collected at the end of the school day
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones. This will be in accordance with the school's Behaviour Policy
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Any kind of abuse that involves internet, mobile, digital or other technology should be treated the same as any other abuse. Everyone should take responsibility for ensuring that children are safe when using technology and it should not just be left to those responsible for IT.

3.7 Fabricated or Induced Illness:

Is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

3.8 Forced Marriages*:

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. This should not be confused with arranged marriages between consenting adults.

3.9 Honour-Based Abuse (HBA):

'Honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practises such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Warning signs of honour-based abuse include: broken communication between victim and friends, absence from education/the workplace, criticism of the victim for 'western' adoption of dress/make-up, restrictions in leaving the house or being accompanied outside the home, depressive or suicidal tendencies in an otherwise happy person.

3.10 Gender Based Violence:

Violence directed against a person because of that person's gender (including gender identity/expression) or as violence that affects persons of a particular gender disproportionately. Women and girls, of all ages and backgrounds, are most affected by gender-based violence. It can be physical, sexual and/or psychological, and includes violence in close relationships; sexual violence (including rape, sexual assault and harassment or stalking); slavery; harmful practices, cyberviolence and harassment using new technologies and forced marriages, female genital mutilation (FGM) and 'honour' based abuse.

3.11 Under-age Marriages*:

In England, a young person cannot have a sexual relationship or legally get married until they are 18 years old.

3.12 Faith abuse:

Some faiths believe that spirits and demons can possess people (including children) and that prayer can help. Any emotional or physical violence used as part of the above is unacceptable. This is abuse even if the intention was to help the child

3.13 Teenage relationship abuse*:

Teenage relationship abuse is when there is actual or threatened abuse within a romantic relationship or a former relationship. One partner will try to maintain power and control over the other. This abuse can take a number of forms: physical, sexual, financial, emotional or social. This includes coercive and controlling behaviours. The current UK definition of domestic abuse includes incidences between people aged 16 or over, but it is important to note that violence and abuse can occur in relationships between children and young people at any age.

3.14 Child on Child Abuse

Staff recognise that child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peer, include those of differing age;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Abuse is abuse and will never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'.

3.15 Hate Crime

The term 'hate crime' can be used to describe acts of violence, hostility or prejudice directed at people because of who they are or who someone thinks they are. The perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property.

3.16 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

3.17 Dangerous Drugs Networks

Dangerous Drugs Networks (DDNs) are drug dealing gangs who target vulnerable people in order to set up drug distribution networks. These criminals, often from outside the county, use the vulnerability of a person to tempt them. They quickly become part of this network and become indebted to the gang with no escape. DDNs are often violent or threatening so early intervention is vitally important to protect the individuals. Whilst it is predominantly teenagers who are targeted, it is imperative that Primary settings are vigilant and act on any changes in behaviour, attitude, demeanour etc. appropriately.

***Where primary school age pupils make disclosures or raise concerns about older siblings, the school will make links with any relevant organisations and follow through these concerns.**

OTHER INFORMATION:

Private Fostering: is an arrangement made for a child aged 16 or under, or under 18 if the child has a disability, to be cared for by someone other than a close relative. It is when the arrangement has been set up with the intention that it continues for longer than 28 days and where there is parental consent to the arrangement. Private fostering is regulated by the Children's Act 2004 and the Children and Young People's Directorate has certain responsibilities to ensure privately fostered children are safe. If you think a child or young person is privately fostered, you have a duty to make a referral to The Children's Helpdesk on 01452 426565 OR The Private Fostering Co-ordinator on 01452 425320 OR by email to private.fostering@gloucestershire.gov.uk.

Children missing from education

A child going missing 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, 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 for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, 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.

Gloucestershire County Council (GCC) guidance recognises a child as missing in education when:

- They are not registered at any formally approved education activity eg school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks
- They have not taken up an allocated school place as expected
- They have had 10 or more days of continuous absence from school without explanation
- They have left school suddenly and the destination is unknown

Child Missing in Education will be reported to Gloucestershire Council using the following details:

Access to Education Team

Shire Hall

Westgate Street

Gloucester GL1 2TP

Tel 01452 328774 / 426015

missingpupils@gloucestershire.gov.uk

5 FURTHER ADVICE REGARDING CHILD PROTECTION:

GSCP (Gloucestershire Safeguarding Children Partnership): <https://www.gloucestershire.gov.uk/gscp>

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

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

Whistleblowing, Safer Recruitment, Acceptable Use, E-Safety, Anti-Bullying and Hate, Attendance, Health and Safety.

For further information and guidance please refer to:

Annex A – Further Information in KCSiE September 2024 p. 134 onwards.

APPENDIX A. THE ROLE OF THE DSL AT HOLY TRINITY C OF E PRIMARY SCHOOL

1 MANAGING REFERRALS

- 1.1 Refer all cases of suspected abuse Gloucestershire Children's Social Care and to the Police if a crime may have been committed.
- 1.2 Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

2 RECORD KEEPING

- 2.1 Keep written records of child protection and welfare concerns.
- 2.2 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.3 Ensure such records are kept confidentially and securely and separate.
- 2.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns the LA.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

4.1 Undertake appropriate training, **updated every two years (with annual updates refresher training)**, in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced;
- understand the assessment process for providing early help and intervention, e.g. the Gloucestershire Children Continuum of Need guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

4.3 Organise whole-school child protection training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. Annual updates will also be provided through staff meetings and bulletins.

4.4 Link with Gloucestershire Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff induction and training.

5 AWARENESS RAISING

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them

5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.

5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

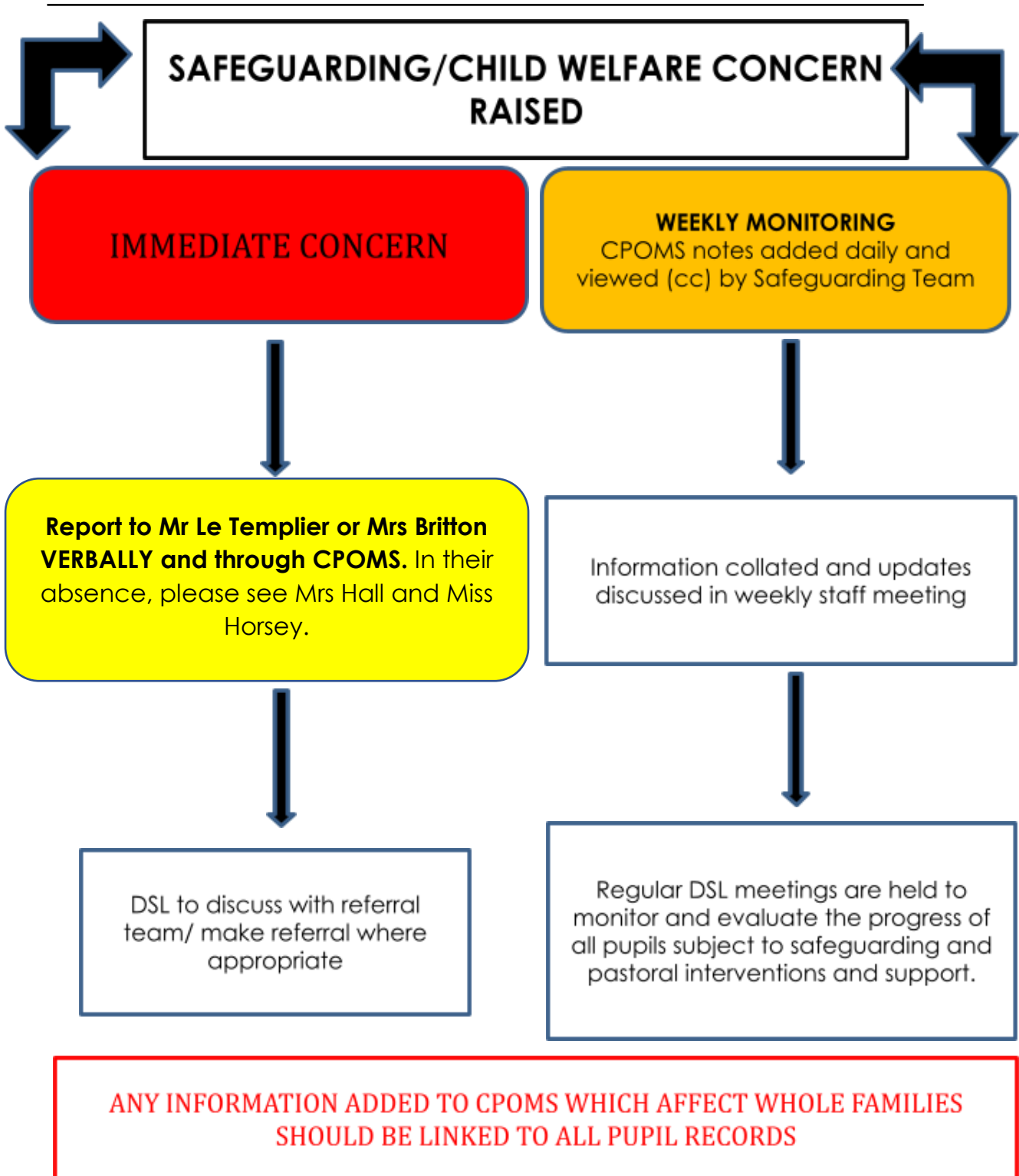
6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Gloucestershire Safeguarding Children Executive.

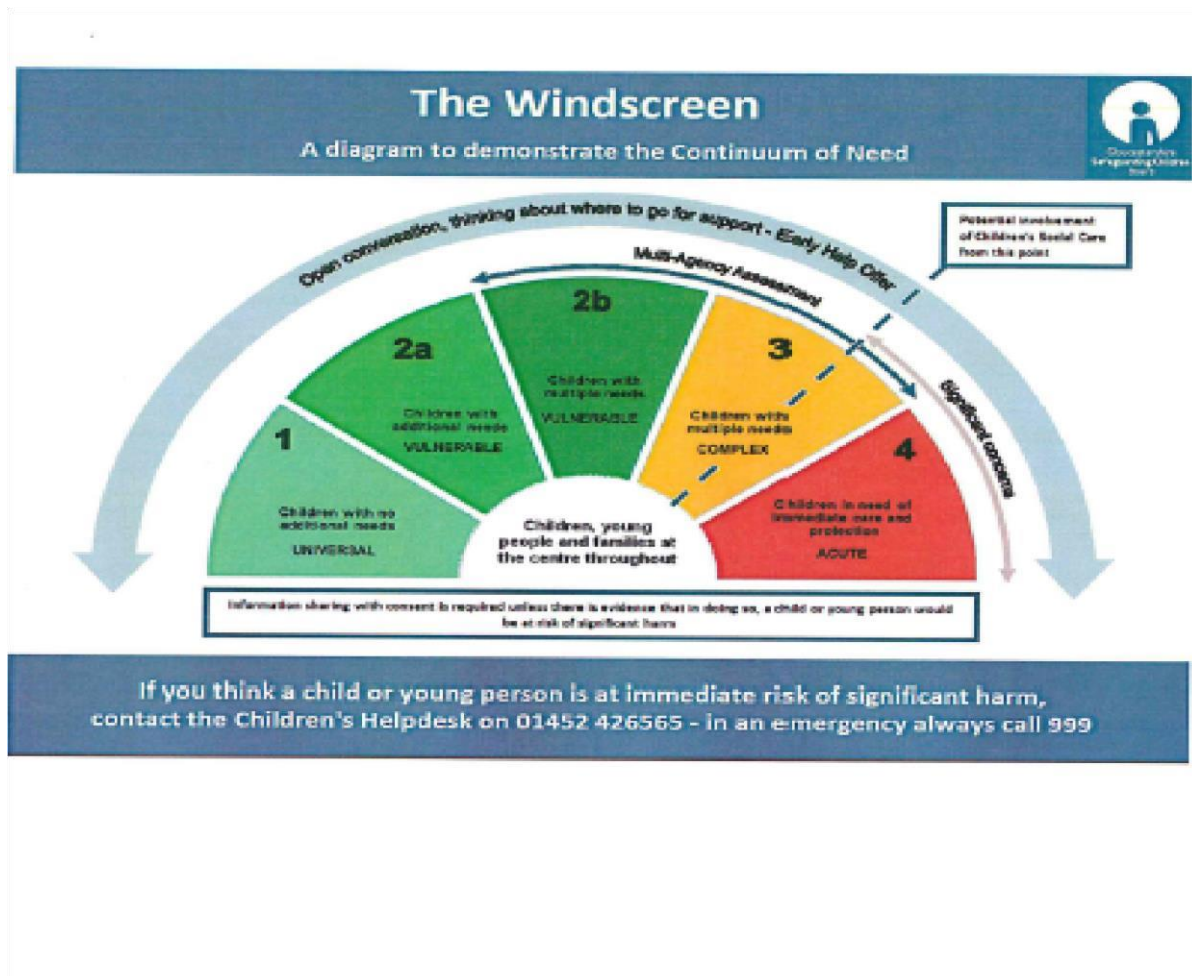
6.3 Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

B: SAFEGUARDING PROCESS FLOW CHART FOR HOLY TRINITY C OF E PRIMARY SCHOOL



APPENDIX C: Gloucestershire Safeguarding Continuum of Need



Further guidance is available at:

<https://www.gloucestershire.gov.uk/education-and-learning/graduated-pathway-practice-guidance/practitioners/graduated-pathway-flowcharts-and-levels-of-intervention/gscp-levels-of-intervention/>

D: RESPONDING TO DISCLOSURES – GUIDANCE FOR STAFF

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

- **Be honest**

- o Do not make promises that you cannot keep.
- o Explain that you are likely to have to tell other people in order to stop what is happening.

- **Create a safe environment**

- o Stay calm.
- o Reassure the child and stress that he/she is not to blame.
- o Tell the child that you know how difficult it must have been to confide in you.
- o Listen to the child and tell them that you believe them and are taking what is being said seriously.

- **Record on CPOMS exactly what the child has said to you and include:**

- o Child's name
- o Date and time of any incident
- o What the child said and what you said
- o Your observations e.g. child's behaviour and emotional state
- o Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions.

- **Be clear about what the child says and what you say**

- o Do not interview the child and keep questions to a minimum.
- o Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

- **Maintain confidentiality**

- o 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

- o Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- o 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.
- o 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.

E: ALLEGATIONS MANAGEMENT OF ABUSE MADE AGAINST OTHER CHILDREN 'CHILD ON CHILD ABUSE'

Staff should recognise that children are capable of abusing other children. 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.

This form of abuse should never be tolerated or passed off as "banter" or "part of growing up".

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 child on child 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.

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 to the Front Door (Tel: 01452 426565) Option 1. The response given will vary according to the age of the young person and the particular characteristics of the situation.

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 punishment as 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.

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.

Preventative Strategies

At Holy Trinity we believe that it is important to develop appropriate strategies in order to prevent the issue of child on child 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 PSHE/ 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.

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 information is available to all young people.

Finally, it is important that pupils have a voice in our school. Our school council encourages all children to follow our 'expectations' of Kind, Safe, Best. 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.