

Vision: Isaiah 49:16 "I have written your name on the palms of my hands".
Actively learning together in a safe, happy environment shaped by the certainty that
each individual is known and loved by God.

Fairford C of E Primary School



Safeguarding and Child Protection Policy

**FAIRFORD C OF E PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY**

1. Vision and Values

Our school vision is: *Isaiah 49:16 "I have written your name on the palms of my hands"*.
Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community

***Perseverance
Friendship
Respect
Forgiveness
Trust
Thankfulness***

2. Introduction

This policy was written by the Governing Body of Fairford C of E Primary School in conjunction with the Headteacher and staff. It will be reviewed on an annual basis by the Headteacher and governors with reference to the latest advice from the Department of Education (DfE) and the Gloucestershire Safeguarding Children Partnership (GSCP).

3. Important Contacts:

Designated Safeguarding Leads (DSL): **Mrs. Julie Fellows** (head@fairford.gloucs.sch.uk)
Deputy Designated Safeguarding Leads (DDSL): **Mrs. Debbie Bullingham, Mrs Maxine Perryman,
Mrs. Rae Cotton**
Designated teacher for Children in Care: **Mrs. Rae Cotton, SENCo**
Safeguarding Governor: Mrs Emma Saxby
Safer Recruitment Trained: **Mrs. Julie Fellows, Mrs. Rae Cotton, Mrs. Kate Somers**
Local Authority Designated Officer (LADO): **Tel: 01452 426994**

4. Statement of Intent

4.1 At Fairford Primary School we recognise our moral and statutory responsibility to ensure that children are safe and protected from harm. The protection and welfare of the child is the paramount

consideration in all our actions. We recognise that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

4.2 This policy has been formulated by staff and governors and supports the principles set out under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who are suffering harm, whether mental or physical.

4.3 The school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with the advice contained in:

- the Safer Recruitment Consortium, *Guidance for safer working practice for professionals working in education settings 2022*;
- DfE statutory guidance *Keeping children safe in education*, September 2024;
- DfE statutory guidance *Working together to safeguard children*, 2023;
- DfE statutory guidance *The revised Prevent duty guidance for England and Wales*, 2023 as amended in 2024
- DfE statutory guidance *Children missing education 2024*;
- DfE guidance *Meeting digital and technology standards in schools and colleges 2024*
- Gloucestershire Safeguarding Children Partnership (GSCP) Procedures Manual
- as well as other guidance offered by national authorities.

4.4 The purpose of this document is to provide staff (including temporary and supply staff), volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and carers how we will safeguard their children while they are in our care.

4.5 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, everyone in school should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.

5. Context and Definitions

5.1 Safeguarding and the promotion of welfare is what we do for all children. Child Protection is what we do for children who are suffering or are at risk of suffering significant harm. This Safeguarding Policy includes the Child Protection Policy, as well as links to other policies intended to safeguard and promote the welfare of our children.

5.2 Safeguarding and the promotion of the welfare of children is defined in *Keeping Children Safe in Education 2024* as:

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

5.3 'Children' includes everyone under the age of 18.

5.4.'Harm 'is defined in Section 31 of the Children Act 1989 as ill-treatment or the impairment or health or development including, for example ,the impairment suffered from seeing or hearing the ill-treatment of another.

In this context 'development' means physical, intellectual, emotional, social or behavioural development , 'health' means physical or mental health and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.

When the question of whether harm suffered by a child is significant turns on the child's health or development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

5.4 Keeping Children Safe in Education 2024 explains what is meant by 'abuse' as follows:

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 when 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.

5.5 All staff should be aware of the main indicators of abuse, neglect and exploitation set out in paragraph 13 below and described in more detail in *Keeping children safe in education 2024*. understanding that children can be at risk of harm inside and outside school, at home and outside and online. Staff should understand that abuse, neglect and safeguarding issues are rarely standalone events which can be covered by one description or label. In most cases multiple issues overlap.

5.6 Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels, by checking the suitability of staff and volunteers to work with children, by ensuring any unsuitable behaviour is reported and managed using the allegations management procedure in the Allegations of Abuse against Staff Policy and by recording information in the school Single Central Record and within individual staff files; see paragraph 9 (Recruitment);
- raising awareness of safeguarding and child protection issues across the school by providing regular training opportunities and establishing a culture of vigilance where everyone is empowered to recognise and report concerns; see paragraphs 13 (Indicators of abuse, neglect and exploitation), 14 (Safeguarding issues), 15 (Recognition of possible abuse), 22 (Training and professional development), 17 (Reporting and referring concerns) and 24 (Staff responsibilities) and the Allegations of Abuse against Staff Policy;
- equipping children with the skills needed to keep them safe, ensuring that they can recognise when they are at risk and that they know how to get help when they need it; see paragraphs 6 (A safe environment, equipping children with the skills to keep them safe), 11

(Support for children who have suffered abuse) and 12 (Safeguarding children with Special Educational Needs and Disabilities);

- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to GCC's Multi- Agency Safeguarding Hub and Children's Social Care when appropriate, including notifying of private fostering arrangements (see paragraph 6.2) and the intention to home school and recognising the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare, including consideration of whether children are at risk of abuse or exploitation from situations outside their families, such as, but not limited to, sexual exploitation, criminal exploitation and serious youth violence;
- supporting pupils who have been abused in accordance with their agreed Child Protection Plans, emphasising the need for good levels of communication between all members of staff and also with other practitioners; see paragraphs 10 (Children who need a social worker (Child in Need and Child Protection Plans)) and 11 (Support for children who have suffered abuse); and
- establishing a safe environment in which children can learn and develop. See Paragraphs 6 (A safe environment, equipping children with the skills to keep them safe), 11 (Support for children who have suffered abuse) and 16 (Access to the school).

6. A safe environment, equipping children with skills to keep them safe

6.1 All children have a right to feel safe and to be protected from harm and cannot learn effectively unless they do so. We will therefore:

- establish and maintain a safe, caring, positive and stimulating environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried;
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm and know who to turn to for help, including anti-bullying work, online and e-safety training, relationship education (including content that explores child on child abuse) and other training and in Year 6 preparation for transition to secondary school including a substance abuse workshop;
- follow the PINK curriculum developed by Gloucestershire Healthy Living and Learning;
- In our relationship education have regard to the *Keeping children safe in education 2024* advice as to the teaching of safeguarding and teach our children to develop healthy and respectful relationships of equality with others, free from prejudice and stereotyping;
- safeguard children from potentially harmful and inappropriate online material by having in place appropriate filters and monitoring systems on the school IT systems and devices, ensuring the school maintains policies and procedures designed to promote online safety, considers online safety when planning the curriculum including in respect of remote learning, teacher training, the role and responsibilities of the DSL and any parental engagement and follows the advice on online safety contained in *Keeping Children Safe in Education 2024*, in *Meeting digital and technology standards in schools and colleges 2022 as amended* and in other DfE guidance on online safety and safeguarding referred to therein;

- ensure that the appropriate level of security protection procedures are in place in order to safeguard the school's systems, staff and pupils and review the effectiveness of these procedures regularly to keep up with evolving cyber-crime technologies;
- actively promote British values in the curriculum and ensure the school has in place IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when in school ;
- consider active engagement with parents and families in pursuance of the Prevent duty as they are in a good position to observe signs of radicalisation; and
- identify children who may benefit from the Gloucestershire Early Help Services which provide support when a problem emerges at any point in a child's life.

6.2 Staff should be alert to the potential need for the support from the Early Help Service for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs, whether they have a statutory Education, Health and Care Plan or not;
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from school, home or care;
- has experienced multiple suspensions , is at risk of being permanently excluded from school or in Alternative Provision or a Pupil Referral Unit;
- is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison or is affected by parental offending;
- is in challenging family circumstances for a child where, for example, there is drug or alcohol abuse, adult mental health problems or domestic abuse;
- is persistently absent from education, including persistent absence for part of the school day;
- has returned home from care;
- is at risk of so-called 'honour' based abuse such as female genital mutilation or forced marriage; or
- is a privately fostered child.

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'

7. Leadership and Management

7.1 The headteacher has overall responsibility for safeguarding and will

- ensure the school follows the procedures set out by the GSCP and takes account of guidance issued by the Department of Education;

- ensure the school has a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role and Deputy DSLs who are trained to the same level;
- ensure the school has a nominated governor responsible for safeguarding and child protection who has received appropriate training;
- ensure all staff receive appropriate training including being conversant with *Keeping children safe in education, Part one*, issued September 2024 and any revisions made;
- ensure governors are conversant with *Keeping children safe in education, 2024* and any revisions made;
- ensure that governors undergo a Section 128 DBS check and that this is recorded on the Single Central Record;
- ensure every member of staff (including temporary and supply staff and volunteers) and governor knows the names of the DSL and DDSLs responsible for safeguarding and child protection and their roles;
- ensure all staff and volunteers understand their responsibilities for being alert to the signs of abuse and for referring any concerns to the DSL responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection;
- ensure that the child's key worker's Social Care Team is notified if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan;
- develop effective links with relevant agencies in accordance with *Working Together to Safeguard Children 2023* guidance, as amended from time to time, and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups and co-operation with Gloucestershire County Council's Graduated Pathway of Early Help and Support;
- follow the procedures set out in Appendix 3 (Child Protection Process) and the Allegations of Abuse against Staff Policy when an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors. Notify the Local Authority Designated Officer for Allegations (LADO) on **01452 426994** for advice if any allegations are made against any member of staff and follow the procedures for notification to the Disclosure and Barring Service (DBS).

8. Record keeping

8.1 Staff will record concerns about children, using My Concern, even where there is no need to refer the matter immediately. All safeguarding concerns, discussions and decisions (and justification for those decisions) will be recorded on My concern and reflect the provisions of *Keeping children safe in education 2024*. If members of staff are in any doubt about recording requirements they should discuss their concerns with the DSL.

8.3 The DSL will ensure all such records as well as those relating to Children in Need and children with a Child Protection Plan are kept securely on My concern; separate from the main pupil file but that the existence of the additional record is indicated on the main file. My Concern records will be accessed only by staff who need to see them and the information in them will be shared only as referred to in paragraph 19 (Professional Confidentiality). If a referral relating to a child has resulted in contact with any external body or agency minutes are placed in a sealed envelope signed by the

DSL and placed in a file locked in the safe in the school office as well as being recorded on My Concern.

8.4 All safeguarding records (or copies of them) will be transferred in accordance with UK GDPR to the child's subsequent school under confidential and separate cover. These will be given to the new DSL and a receipt obtained.

8.5 Paragraph 17 contains advice on compiling records.

9. Recruitment

9.1 The school is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our children. We will ensure that all volunteers in the school are appropriately supervised at all times.

9.2 We will follow safe recruitment practices as required by The School Staffing (England) Regulations 2009, as amended from time to time, and ensure that all statutory and other guidance published from time to time relating to recruitment is always followed, including, without limitation, that contained in *Keeping children safe in education 2024*

9.3 We will undertake all necessary checks as to suitability of staff to work with children. The checks will include, but are not restricted to, verification of identity and qualifications, prohibition checks (via The Teaching Regulation Agency) and a satisfactory enhanced Disclosure and Barring Service (DBS) check, including children's barred list information for those who will be engaging in regulated activity with children. We will also undertake any appropriate checks beyond those required by law or regulation. We will, for example, as part of the shortlisting process notify shortlisted candidates that we will carry out an online search in order to identify any incidents or issues which are publicly available online and which we may wish to explore at interview. We will maintain a Single Central Record in accordance with statutory guidance.

9.4 We are committed to supporting the statutory guidance published from time to time by the Department for Education on the application in schools of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and related obligations under the Childcare Act 2006.

9.5 We will ensure that suppliers of alternative provision have robust safeguarding and recruitment procedures which are followed.

9.6 We will ensure that the requirements of *Keeping children safe in education 2024* are followed with regard to checks on school governors, volunteers, contractors and agency and third-party organisations providing staff to work in the school.

10. Children who need a social worker (Child in Need and Child Protection Plans)

10.1 Children may need a social worker because of safeguarding issues or welfare needs. Local authorities should share the fact that a child has a social worker and the Designated Safeguarding Lead should use this information so that decisions may be made in the best interests of the child's safety, welfare and educational outcomes.

10.2 Children identified on the Child Protection Register will be monitored in line with their agreed Child Protection Plans. Appropriate personnel who are in direct contact with the child would be informed and notify the headteacher as part of monitoring process.

10.3 Reports prepared for any discussions regarding children with a social worker should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate, the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

11. Support for children who have suffered abuse

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos, based on a strong foundation of Christian values, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school Positive Relationships and Behaviour Policy which is aimed at supporting vulnerable pupils in the school and ensuring that the pupils know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred;
- liaison with Families First and all other agencies that support the pupil such as Social Care, the Child and Adult Mental Health Service, the Education Welfare Service and the Educational Psychology Service, including attendance at case conferences, core meetings and any other multi agency meetings; and
- ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

12. Safeguarding Children with Special Educational Needs and Disabilities

12.1 Fairford Primary School recognises that children with Special Educational Needs or with disabilities may be especially vulnerable to abuse for a number of reasons. Such children may:

- have fewer outside contacts than other children;
- receive intimate personal care, possibly from a number of carers, which may both increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries;
- have an impaired capacity to resist or avoid abuse;
- have communication difficulties that may make it difficult to tell others what is happening;
- be inhibited about complaining because of a fear of losing services;

- be especially vulnerable to bullying and intimidation and more vulnerable than other children to abuse by their peers; or
- have injuries, changes of behaviour or mood swings overlooked or explained away as being due to disability when actually these things may require further exploration.

12.2 The school will ensure that children with SEN and disabilities, especially those with communication difficulties, are supported to ensure that their voices are heard and acted upon.

12.3 Staff should appropriately explore possible indicators of abuse and not assume they are related to a child's SEN or disability and be aware that such children may not always outwardly display indicators of abuse.

13. Indicators of Abuse, Neglect and Exploitation

13.1 Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, for example,

- failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home);
- failure to protect from physical or emotional harm or danger;
- failure to meet child's basic emotional needs;
- failure to ensure adequate supervision including the use of inadequate caregivers; or
- failure to ensure access to appropriate medical care or treatment.

13.2 Physical Abuse

A form of abuse which may involve

- hitting, shaking, throwing, burning, scalding, drowning, suffocating, poisoning or otherwise causing physical harm to a child; or
- a parent or carer fabricating the symptoms of, or deliberately inducing, illness in, a child.

13.3 Emotional Abuse

This is the persistent emotional maltreatment or rejection such as to cause severe and adverse effects on a child's emotional development; for example,

- conveying to a child that they are worthless, unloved or inadequate or valued only insofar as they meet the needs of another person;
- not giving a child opportunities to express their views
- deliberately silencing a child or making fun of what they say or how they communicate;
- overprotection, limiting exploration and learning, preventing normal social interaction or imposing age or developmentally inappropriate expectations;
- bullying, including cyber bullying, causing a child to feel frightened or in danger;
- the exploitation or corruption of a child; or
- witnessing or hearing violence towards another person, whether domestic or not.

Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.

13.4 Sexual Abuse

This 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, and may include:

- physical contact ,penetrative or non-penetrative;
- non-contact activities such as involving children in looking at or making sexual images;
- encouraging children to watch sexual activities;
- grooming a child in preparation for abuse;
- encouraging children to behave in sexually inappropriate ways; or
- any sexual activity with a child under the age of 16 (with or without agreement).

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 (known as child on child abuse) in education and all staff should be aware of this and the school's processes for dealing with such abuse. Sexual abuse can take place online and technology can be used to facilitate abuse.

14. Some safeguarding issues

14.1 Child on child abuse:

14.1.1 Child on child abuse is described in *Keeping Children Safe in Education*, 2024. It can happen in school and outside school and online. Staff have an important role in preventing child on child abuse and in responding when they believe a child may be at risk. The school has a zero tolerance approach to sexual violence and sexual harassment and all staff should be clear as to school policy and procedures regarding child on child abuse.

14.1.2 Staff should understand that even if there are no reports in school of child on child abuse this does not necessarily mean it is not happening. It may mean child on child abuse is happening but not being reported. Therefore it is important that if members of staff have any concerns at all regarding child on child abuse they should speak to the DSL or a deputy.

4.1.3 All staff should be aware that safeguarding issues can manifest themselves via child on child abuse, when a child abuses another child: for example, by :

- bullying, including cyber bullying, prejudice based and discriminatory bullying;
- sexual violence;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nude and semi-nude images (sexting);
- harassment including sexual comments, remarks, jokes, and online harassment;
- physical abuse, including hitting, kicking, shaking, hair pulling or otherwise causing physical harm;
- initiation/hazing type violence and rituals
- sexting; or
- up-skirting.

Such behaviour, covering a wide range is collectively described as 'harmful sexual behaviour' or HSB.

14.1.4 Staff should be aware that child on child abuse is a safeguarding issue and that the usual safeguarding policies and procedures should be followed when incidents occur. Staff must challenge inappropriate behaviour between children which is abusive in nature. Downplaying certain behaviour such as, for example, dismissing sexual harassment as ‘banter’ or ‘just having a laugh’, ‘being boys’ or ‘part of growing up’ can lead to a culture of unacceptable behaviour, an unsafe environment for children and, in the worst case, a situation which normalises abuse, leading to children accepting it as normal and not reporting it. It will be appropriate for some reports of Child on child abuse to be handled with regard to policy and procedures outlined within the school’s Positive Relationship and Behaviour and Anti Bullying Policies.

14.1.5. Issues of child on child abuse are complex and may arise outside school. Staff must be familiar with the provisions of Part 5 of *Keeping children safe in education 2024* which relates to child on child sexual violence and sexual harassment. Any report of abuse will be handled in accordance with that advice.

14.2 Sexting

Sexting occurs when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops – any device that allows you to share media and messages. Sexting is addressed within the PINK curriculum. Please also refer to the Anti-Bullying Policy for further information on the school’s policies and procedures regarding bullying.

14.3 Up skirting

Typically, this involves taking a picture under a person’s clothing without their permission, 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. This is a criminal offence under the Voyeurism (Offences) Act, 2019.

14.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal or sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

14.5.1 Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people is a form of Sexual Abuse. It may involve physical contact or non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for sexual abuse.

14.5.2 Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the internet or mobile telephones.

14.5.3 Children involved in Child Sexual Exploitation should be treated as victims of abuse and their needs carefully assessed to protect them from further harm. They should not be treated as criminals. If any member of staff has concerns that a young person is potentially the victim of child sexual exploitation, it should be reported to the DSL without delay

Further advice and information is available in the Department for Education guidance *Child sexual exploitation: definition and guidance for practitioners, 2017*

14.6.1 Child Criminal Exploitation (CCE)

CCE can include children being forced to work in cannabis factories, forced to shoplift or pickpocket or to move drugs or money across the country (county lines). They can also be forced or manipulated into committing vehicle crime or threatening or committing serious violence against others. Further information regarding county lines can be found in *Keeping Children Safe in Education, 2024*.

14.6.2 Gangs often target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this. Girls as well as boys may be victims of child criminal exploitation.

14.6.3 As children involved in CCE commit crimes their vulnerability as victims is not always recognised. They may still have been criminally exploited even if the activity appears to be something they have agreed to do.

14.7 Honour Based Abuse (HBA):

All forms of HBA are abuse. HBA is committed to protect or defend the honour of the family and/or the community, and may include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

- It may involve a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- If staff are aware that a child is the subject of HBA or may be at risk of it, they should speak to the Designated Safeguarding Lead (or a deputy).
- As appropriate, the DSL or deputy will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Since February 2023 it has been a crime to carry out any conduct the purpose of which is to cause a child to marry before their eighteenth birthday, even if violence, threats or other forms of coercion are not used. This and other forced marriage legislation applies to non-binding, unofficial marriages as well as legal marriages,

14.8 Female Genital Mutilation (FGM):

Procedures that intentionally alter/injure the female genital organs for non-medical reasons are abuse. FGM is illegal in the United Kingdom and a form of child abuse with long-lasting consequences. Any staff member who has concerns relating to FGM should speak to the DSL or a deputy.

Under the Female Genital Mutilation Act 2003 teachers have a legal duty to report FGM to the police if they discover, in the course of their work in the profession, that an act of FGM appears to have been carried out on a girl under 18.

Please also refer to the school's FGM Policy for further guidance.

14.9 Preventing Radicalisation – The Prevent Duty:

Radicalisation is the process by which a person comes to support terrorism and forms of extremism. All schools have a duty under Section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. This is the Prevent duty.

- Specific background factors may contribute to vulnerability to extremism and are often combined with specific influences such as family, friends or online contacts and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- School staff should use their professional judgement in identifying children who may be at risk of radicalisation and act proportionately.

Please also refer to the school’s Prevent Policy for further guidance. Details of further guidance and support available to schools regarding the Prevent Duty are contained in Annex B of Keeping children safe in education 2024.

14.10 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

14.11 Child Missing from Education (CME):

Local authorities have a duty to identify children of compulsory school age who have unexplainable and/or persistent absences from education in their area. Fairford Primary School and its staff recognise their duty to co-operate with local authorities in this regard.

- A child who has unexplainable and/or persistent absences from education is a potential indicator of abuse or neglect. The school has appropriate policies and procedures for children who have such absences, particularly on repeat occasions.
- The school follows the statutory guidance *Children missing education 2016* and works with GCC children's services when school absence indicates safeguarding concerns.
- Staff are alert to look out for signs of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
- Staff maintain an admissions and attendance register for this purpose and the school understands its duty to inform the local authorities (both the placing authority and Gloucestershire County Council) of any pupil who is going to be deleted from the admissions register, for the reasons stated in *Keeping Children Safe in Education*, September 2024, or for any other reason.
- The school will endeavour to hold more than one emergency contact number for each child in order to offer additional options when making contact with a responsible adult when a child who has unexplainable and/or persistent absences is also identified as a safeguarding/welfare concern.

Please also refer to the school’s Attendance and Absence Policy (Information for Parents)

14.12 Mental Health

14.12.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained staff should attempt to make a diagnosis of a mental health problem. Staff are, however, well placed to observe children day to day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

14.12.2 If a member of staff has a mental health concern about a child which is also a safeguarding concern, he or she should take immediate action by speaking to the Designated Safeguarding Lead or a deputy and following the procedures specified in paragraph 17 (Reporting and referring concerns).

14.12.3 When the school has a concern about a child's mental health unrelated to safeguarding the school will seek to access appropriate external agencies in accordance with the Department for Education guidance *Mental health and behaviour in schools*, November 2018.

14.13 Additional information and support

DfE departmental advice *What to do if you are worried a child is being abused - advice for practitioners*, issued in March 2015, offers more information on understanding and identifying abuse, exploitation and neglect. Appendix B of *Keeping children safe in education 2024* contains more information about specific forms of abuse.

15. Recognition of possible abuse

15.1. We recognise that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

15.2 All staff should be aware of indicators of abuse, neglect and exploitation and of the safeguarding issues outlined above, understanding that children can be at risk of harm inside and outside school and at home, outside home and online. Knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection.

15.3. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will occur concurrently both online and offline.

15.4 Although it is extremely difficult to determine if abuse has occurred staff should look carefully at the behaviour of children and be alert for significant changes. A child 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. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns.

15.5 Any concerns should be noted and discussed with the DSL immediately.

16. Access to School

The school operates entry requirements which are designed to safeguard pupils.

- Visitors have to sign in and out of reception.
- Visitors' attention will be drawn to the GSCP leaflet "*Safeguarding Children from abuse and neglect*" and are given the name of the DSL.
- Visitors will receive an ID badge which must be displayed at all times and staff are instructed to challenge any visitors not wearing a badge.
- Reception has a list of known visitors whose DBS certification has been seen.
- Visitors, volunteers and students or any other person working unsupervised with children will be required to show their ID and DBS certificate unless it has been previously verified.
- If an occasional visitor has contact with children, they will be supervised during their visit and are not allowed to be alone with children.
- The gates to the school are secured for entry and exit at the beginning and end of each school day.
- Classroom doors are secured except when in use.

17. Reporting and referring concerns

17.1 Statutory Responsibilities

See paragraph 14.8 regarding the statutory duty on teachers to report FGM

17.2. Reporting and referring concerns

17.2.1 All staff, including supply staff, temporary staff and volunteers, should be aware of procedures to be followed when becoming suspicious of abuse or if told that abuse has taken place, including those in cases where an accusation is made against a member of the school's staff. If the abuse or suspected abuse involves a member of the school staff, including supply staff, temporary staff and volunteers, the procedures in the Allegations of Abuse against Staff Policy must be followed.

17.2.2 If a child is in immediate danger or is at risk of harm, a referral should be made to GCC's Multi Agency Safeguarding Hub (MASH) or the police immediately. Anyone can make a referral. If a referral is made by anyone other than the DSL, the DSL should be informed as soon as possible thereafter.

17.2.3 If a staff member or volunteer has any concern about the well-being of a child, then that staff member should immediately share their concern with the DSL or, in her absence, a DDSL, to help clarify the nature of their concern. The staff member should then complete a written record on My Concern of the nature and circumstances surrounding the concern and include any previous concerns already held. The procedure route will be the same whether it is a suspicion of abuse or an actual disclosure. The form in Appendix 4 should be used by volunteers and anyone who does not have access to My Concern and delivered immediately to the DSL or a DDSL if the DSL is not available.

17.2.4 The DSL or, in her absence, the DDSL will determine whether a referral to GCC's MASH is required or if the concern is a low level concern not requiring referral to GCC's MASH. Paragraph 18 gives more information about low level concerns. If referral is required the procedures set out in Appendix 3 should be followed. Referrals should be made in writing, following a telephone call, using the Multi Agency Referral Form (MARF) or such other form as may from time to time be required by GCC. Appendix 3 contains a flow chart of the referral process, including relevant contact details. A further chart taken from *Keeping children safe in education, 2024* as to action where there are concerns about a child is set out in Appendix 5.

17.2.5 The DSL will consider the appropriate response to all concerns including those which do not meet the threshold for referral to GCC's MASH. In particular, allegations of child on child abuse will be dealt with in accordance with *Keeping children safe in education 2024*, Part 5.

17.2.6 If no member of the DSL team is available the staff member should follow the emergency procedures set out in Appendix 1.

17.2.7 Well-kept records are essential to good child protection practice. Fairford Primary School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies. When a concern is recorded relevant matters may include:

- patterns of attendance
- changes in mood
- changes in classroom functioning
- relationships (with peers, adults)
- behaviour
- statements, comments, stories, drawings
- general demeanour and appearance
- parental interest and comments
- home/family changes
- medical issues
- response to PE/sport
- injuries, marks, past and present

Any recording of a concern must be clear and comprehensive and include details of how the concern was followed up, any action taken, any decisions reached and the outcome.

17.2.8 If a child reveals information of concern to a staff member that staff member should respond and record as indicated below.

- Allow the child to talk – ask only open questions e.g. *'Can you tell me more about.'* Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring.
- Reassure the child that they are being taken seriously and that they will be supported and kept safe. A child must never be given the impression that they are creating a problem by reporting abuse or sexual harassment or made to feel ashamed for making a report.

- Do not make promises that cannot be kept; for example, confidentiality – tell the child that you will have to tell someone else who will be able to help.
- If a child requests confidentiality it is important that the child is told sensitively that staff member has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child’s own sake. Within that context the child should however be assured that the matter will be disclosed only to people who need to know.
- Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
- Reassure the child that they were not to blame, and they were right to talk to you.
- Ask the child if they have told anyone else.
- Keep an open mind.
- Be careful in responding to any report from a child involving an online element in order to avoid seeing or transmitting illegal images. Be aware of the Department for Education advice *Searching, screening and confiscation* July 2022, as amended.
- Take notes of the conversation and key facts verbatim at the time of disclosure and write it up immediately afterwards. The report must be signed. Record the time, date, place and people who were present as well as what was said. It is important that the report is an accurate account as it may be used as evidence in any subsequent court proceedings.
- Establish details of full name, date of birth, address and names of parents/guardians.
- Report to the DSL or DDSL who will contact the GCC’s Multi Agency Safeguarding Hub as necessary.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker is available

17.2.9 A volunteer who has a concern about a child should, without delay, contact the DSL and complete the form set out in Appendix 4.

17.2.10 Concerns regarding poor or unsafe safeguarding practices within the school should be raised in accordance with the school’s Whistleblowing Policy.

18. Low level concerns

18.1 Concerns or allegations which do not meet the harm threshold for referral to GCC’s MASH are referred to as low level concerns. The term ‘low level’ does not mean that it is insignificant or that it should not be recorded. A low level concern is any concern, no matter how insignificant and even if doing no more than creating a sense of unease or a nagging doubt that something is not quite right.

18.2. If the concern relates to an adult working in or on behalf of the school as a member of staff, volunteer, contractor, governor, supply staff or in any other capacity who may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside work; and

- does not meet the harm threshold or is otherwise not serious enough for a referral to the LADO to be considered,

then the matter must be reported to the Headteacher or, if it concerns the Headteacher, the chair of governors and dealt with in accordance with the provisions of the school's *Allegations Against Staff Policy* which contains further information as to the type of conduct which may constitute a low-level concern and the appropriate response.

18.3 The school encourages staff to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that falls below the expected professional standards.

18.4 All low level concerns relating to any adult working on behalf of the school must be recorded in writing, specifying the nature of the concern, the context in which it arose and the action taken. The name of the person reporting the concern should be noted although if the individual wishes to remain anonymous their wishes should be respected as far as reasonably possible.

18.5 Low level concerns raised in respect of supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

18.5 The record of a low level concern relating to a member of staff will be placed on the individual's personnel file which is a secure file and kept confidential in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation. If the school does not hold a personnel file for the individual because they are a contractor, for example, the school will keep the record in a general file recording low level concerns for all such individuals which will be kept secure and confidential in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation.

18.6 Records will be reviewed so patterns of inappropriate, problematic or concerning behaviour can be identified. Where such a pattern is identified the Headteacher will determine what action should be taken. This may be a determination that the conduct now requires to be referred to the LADO or a decision to take action under the school disciplinary procedures.

18.7. In the case of other concerns not falling within the ambit of the *Allegations Against Staff Policy* staff must report any concern, however, minor to the DSL who is responsible for determining whether the concern is a low level concern or one which meets the threshold for referral to GCC's MASH. The processes and procedures for dealing with such concerns are set out in paragraph 17 (Reporting and referring concerns).

19. Data Protection and professional confidentiality

19.1 The Governing Body and school leadership are aware of their obligations under the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) to process personal information fairly and lawfully and to keep information safe and secure; see the school's Data Protection Policy.

19.1 This requirement for confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection. Fairford Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. We recognise that all matters relating to child protection are confidential.

19.2 The head teacher (who is also the DSL) and each DDSL will disclose any information about a child or a young person to other members of staff on a need to know basis.

19.3 *The Data Protection Act 2018 (DPA)* and the UK General Data Protection Regulation (UK GDPR) do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information staff should speak to the Designated Safeguarding Lead or a deputy.' Fears about sharing information must not be allowed to stand in the way of the need to 'safeguard and promote the welfare of children' (*Keeping children safe in education 2024*).

19.4 All staff must be aware that while they have a duty to keep information confidential they also have a professional responsibility to share information with other agencies in order to safeguard children. Staff may share information without consent where there is good reason to do so and when the sharing of information will enhance the safeguarding of a child in a timely manner. It is legitimate to share information without consent when it is not possible to gain consent or if to gain consent would place a child at risk.

19.5 All staff must be aware that they cannot make a promise to a child to keep secrets which might compromise a child's safety or well-being.

19.6 Staff have a professional responsibility to share relevant information about the protection of children with other practitioners, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.

19.7 Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

19.8 See paragraph 8 regarding record keeping relating to safeguarding issues.

19.9 The Department for Education publications *Information sharing: advice for practitioners providing safeguarding services to children young people, parents and carers*, as updated in 2024, , *Working together to safeguard children 2023*, as amended and *Data protection in schools*, issued in February 2023 as updated should be consulted for further advice on information sharing.

20. Physical Intervention

Physical intervention is only ever used as a last resort and following the failed deployment of de-escalation techniques. When a child is at risk of harm or at risk of harming others, key staff have been trained in restraining techniques using the Team Teach approach. The applicable definitions are as follows:

- Restraint – only used when a child is fighting a hold. This should be recorded in the Bound and Numbered book kept securely by the DSL.
- Hold – when a child is held to be calmed and there is no resistance. This should be recorded on the school behaviour system.
- Guide – a mobile hold with minimal or no resistance. This should be recorded on the school behaviour system.

The head teacher will report to governors the number and type of physical interventions. Records will be open to governors for scrutiny.

The school at all times follows the Department for Education advice *Use of reasonable force in schools*, 2013.

21. The nominated Governor for Safeguarding at the school is Mrs Emma Saxby

21.1 The nominated governor is responsible for liaising with the headteacher and DSL over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

21.2 The nominated governor will liaise with the Head Teacher and DSL to update governors on a regular basis and complete the annual local authority Keeping Children Safe in Education Assurance Declaration.

21.3 The role of the safeguarding governor is set out in more detail in the school's Governor Visit Policy.

21.4 The Chair of the Governing Body is responsible for liaising with the LA and other partner agencies in the event of allegations of abuse being made against the headteacher.

22. Training and Professional Development

22.1 All staff are expected to be aware of the signs and symptoms of abuse and able to respond appropriately.

22.2 Newly appointed staff are required to read and understand the school's Safeguarding and Child Protection Policy and to understand the school's safeguarding response to children who are absent from education as part of their induction process, and will also be given copies of the following to read: Health and Safety Policy, Code of Conduct (Whistle Blowing), Positive Behaviour and Relationship Policy, Supporting Children with Medical Conditions Policy, Safer Recruitment Consortium, *Guidance for safer working practice for professionals working in education settings*, 2022, Allegations against Staff Policy, Online Safety and Acceptable Use Policy and the Social Media Policy.

22.3 All new staff will meet the Designated Safeguarding Lead and DDSs as part of their induction and will complete the Gloucestershire Online Safeguarding training which, among other things, will inform them of the applicable roles and responsibilities in school regarding filtering and monitoring. They will be shown the Bulletin Board where any safeguarding updates will be posted.

22.4 All staff will undertake the Level one Child Protection training and then subsequent refresher training every 3 years and will be involved in regular awareness raising and/or school based training on issues of safeguarding children. This training will include online safety so that staff understand the expectations, roles and responsibilities in relation to filtering and monitoring.

22.5 The Designated Safeguarding Leads will receive Advanced Practitioner training and refreshers (two yearly) as well as specific training in relation to their role.

22.6 In addition, the DSLs have received WRAP (Workshop to Raise Awareness of Prevent) training and have passed the findings and PREVENT messages on to staff.

22.7 All staff have undertaken online Prevent training and the associated certification is kept on file.

22.8 All staff have undertaken online FGM training.

22.9 All staff read Part One, Part five and Annex A of *Keeping children safe in education*, the Safer Recruitment Consortium, *Guidance for safer working practice for professionals working in education settings*, 2020 and the Fairford Primary Online Safety and Acceptable Use Policy annually and sign to say they have read and understood each document

22.10 All staff should be familiar with this policy and the school's Positive Behaviour and Relationship Policy, and the policies referred to in paragraph 26. 2 as associated policies to be read in connection with this policy

22.11 Any update in national or local guidance will be shared with staff on the Bulletin Board and captured in the next whole school training.

23. DSL responsibilities

23.1 The DSL is appointed by the head teacher and the governing body and is a member of the Senior Leadership Team.

23.2 The Designated Safeguarding Lead (DSL) has a complete safeguarding picture of the school and is the most appropriate staff member to advise on the school's response to any safeguarding concern and consider options for early help. The DSL has lead responsibility for safeguarding and child protection in the school (including online safety and understanding the filtering and monitoring systems and processes in place) and, in particular, responsibility for the following matters specified below.

- Referring a child if there are concerns about possible abuse to GCC'S Multi Agency Safeguarding Hub and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF) which is available online and should be submitted online through the Gloucestershire Children's Services Portal.
- Keeping a chronological written records of concerns about a child even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday and are copied on to the child's next school or college as specified in paragraph 8 (Record keeping).
- Ensuring that an indication of the existence of the additional file referred to above is marked on the pupil's record .
- Liaising with other safeguarding partners, agencies and practitioners in accordance with *Working together to safeguard children, 2023*
- Ensuring that either they or another staff member attend case conferences, core groups or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with parents where appropriate.
- Referring cases to the Channel; programme when there is a radicalisation concern and supporting staff who make referrals to the Channel programme;
- Understanding when it is appropriate to call the police and following the NSPCC guidance *When to call the police*.
- Being aware of the requirement for children investigated by the police to have an Appropriate Adult.
- As required liaising with the 'case manager' and the local authority designated officers for child protection (LADO) in any cases which concern a staff member.
- Ensuring that any pupil currently with a Child Protection Plan who is absent from the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Ensuring that the school knows which children have a social worker and support teaching staff to have high aspirations for such children and to provide additional academic support or reasonable adjustments to help them reach their potential .
- Ensuring that when a child with a social worker transfers schools their safeguarding information is passed on to the new school immediately and the child's social worker informed.
- Working with the Designated Teacher for Looked After and Previously Looked After Children to promote the educational outcomes for such children by knowing the welfare, child protection and safeguarding issues these children may experience or may have experienced and the impact on them.
- Promoting supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including when families may be facing challenging circumstances.
- Ensuring that child protection records are kept up to date and maintained in accordance with this policy and the requirements of *Keeping children safe in education 2024*.
- Attending appropriate training and demonstrating evidence of continuing professional development.
- Organising safeguarding induction and update training every 3 years for all school staff.
- Ensuring that every member of staff knows who the DSL is and the DDSLs are, what their roles are and how to contact them.
- Ensuring that every member of the school staff has access to and understands this policy and the school's child protection procedures, especially new and part-time staff.

- Ensuring that all staff (including temporary and agency staff) and volunteers understand their responsibility to be alert for signs of abuse and to refer concerns about a child to the DSL;
- Providing regular updates to the governing body, detailing any changes to safeguarding policy and procedures; any training undertaken by the DSL and by all staff and governors; the number and type of incidents/cases and number of children on the child protection register (anonymised) and generally assisting the governors in meeting their safeguarding responsibilities as set out in legislation and statutory guidance.
- Meeting the other expectations for DSLs set out in *Keeping children safe in education 2024*.

24. Staff responsibilities

School staff, including supply staff, temporary staff and volunteers, have a key role to play in identifying concerns early and in providing help to children. Therefore, each member of staff must;

- be familiar with the terms of this policy and act in accordance with its provisions, including the appendices ;
- attend training in order to be aware of and alert to the signs of abuse;
- know who is the DSL and who are the DDSLs and how to contact them;
- report any concerns regarding any child promptly in accordance with the procedures specified in paragraph 17 (Reporting and referring concerns);
- be prepared to follow the emergency procedures set out in Appendix 1 if the DSL and DDSLs are not available;
- follow the procedures in the Allegations against Staff Policy when a child's disclosure involves an allegation against a member of staff;
- notify the DSL or a DDSL if a child on a Child Protection Plan has an unexplained absence; and
- have an understanding of GCC's Graduated Pathway of Early Help and Support processes and be prepared to identify children who may benefit from early help.

25. Governing Body responsibilities

25.1 The Governing Body will ensure that the school has effective safeguarding policies and procedures including a Safeguarding Policy, a Positive Behaviour and Relationship Policy, a Prevent Policy, an Anti-Bullying Policy, an FGM Policy and an Allegations against Staff Policy.

25.2 The Governing Body will ensure that all governors receive appropriate safeguarding and child protection training (including regarding online child protection and safeguarding) which is regularly updated.

25.3 In addition, the Governing Body will ensure that:

- the school has appropriate policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- a member of the Senior Leadership Team is appointed Designated Safeguarding Lead and a governor is nominated as safeguarding governor;

- the school follows safe recruitment practices, including all appropriate checks in accordance with *Keeping children safe in education 2024*;
- allegations against staff are dealt with by the headteacher and allegations against the head teacher are dealt with by the Chair of Governors in accordance with the school's Allegations against Staff Policy;
- the school IT system has appropriate filtering and monitoring systems to limit the children's exposure to risk and regularly review their effectiveness; and
- any safeguarding deficiencies or weaknesses are remedied without delay

25.4 If the school premises are used for non-school activities, the Governing Body will seek assurance that the body concerned has appropriate safeguarding and child protection policies in place, including inspecting these as needed. The Governing Body will ensure that there are arrangements in place to liaise with the school on these matters where appropriate. These provisions apply regardless of whether children from the school attend the activities concerned. The Governing Body will ensure safeguarding requirements are included in any transfer of lease or hiring agreement, as a condition of use and occupation of the premises and that failure to comply with this would lead to termination of the agreement. The Governing Body will ensure the school requires that bodies using the school premises follow the advice in the DfE publication *After-school clubs, community activities and tuition; safeguarding advice to providers* with regard to the arrangements users of the school premises should be expected to have in place.

26. Gloucestershire Encompass commitment

26.1 The school recognises that children can be adversely affected by domestic abuse which they witness in their home life. As part of Fairford C of E Primary School's commitment to keeping children safe, we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**. Encompass is the pathway by which information regarding domestic abuse incidents is shared between the Police and schools in order to safeguard children.

26.2 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; and
- recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

27. Monitoring and Evaluation

27.1 This Policy and the procedures contained in it will be monitored and evaluated by:

Head teacher's Reports
Governing Body visits to the school

Pupil surveys and questionnaires
Scrutiny of Attendance data
Scrutiny of GB minutes
Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
Review of parental concerns and parent questionnaires
Pupil conferencing about keeping safe

27.2 This policy will be reviewed on an **ANNUAL** basis and must be read in conjunction with other policies including:

- Online Safety and Acceptable Use
- Accessibility
- Allegations of Abuse against Staff
- Anti-bullying
- Pupil Attendance and Absence (Information for Parents)
- Positive Behaviour and Relationship Policy
- Complaints Procedure
- Data Protection
- Designated Teacher for Looked After Children
- Equality and Diversity
- FGM
- Health and Safety
- Supporting Children with Medical Conditions
- Special Educational Needs and Disability (SEND)
- Sex and Relationships
- Social Media
- Whistle-Blowing

For additional guidance and information please see the Appendices which are part of this policy as if set out in the main body of the policy

Appendix 1

Emergency procedures

If the DSL or DDSLs are not available, establish the facts and details and contact the School Business Manager who will put you in touch with the DSL at our nominated school which is St Lawrence's Primary School, Lechlade (01367 252356).

- In cases where you are unsure how to proceed, telephone Children's Social Care on **01452 426565** to discuss the situation and ask for advice from a Social Worker Practitioner.
- No names should be given at this stage.
- In cases where you are sure a Social Care assessment is required, make a referral to the Multi-Agency Safeguarding Hub within 24 hours.

You will be asked to follow up the details of the concern in writing using the Multi-Agency Service Request form (MARF) which is available online.

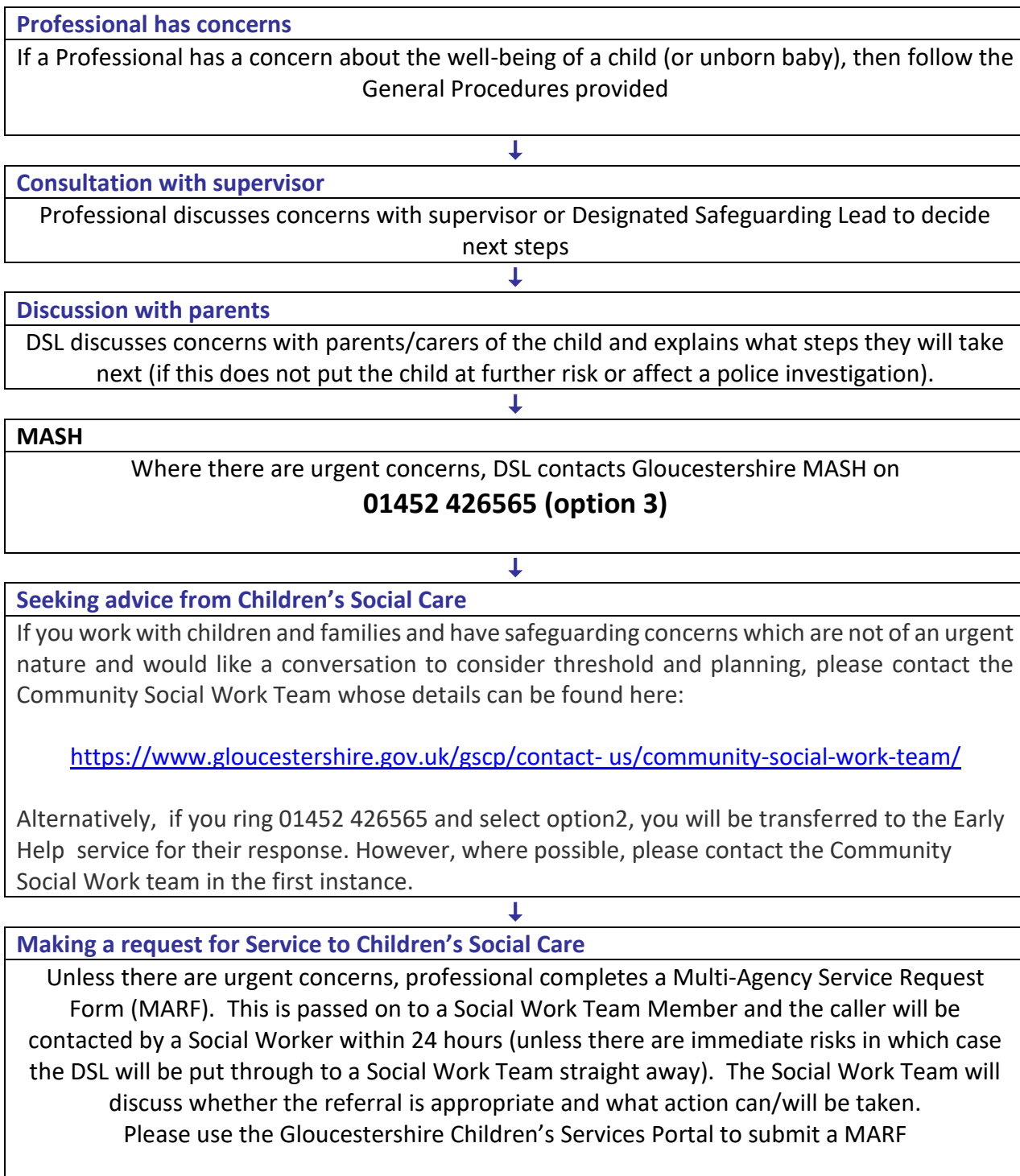
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents that a referral is being made, unless to do so would place someone at risk of harm.
- If concerns are about physical or sexual abuse contact the Multi-Agency Safeguarding Hub **IMMEDIATELY**

Appendix 2

Guidance on reporting concerns to, and discussing concerns with, parents

1. As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the head teacher who will in turn contact GCC Children and Families Front Door.
2. Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.
3. When talking to parents who may be highly emotional, it is helpful to proceed as described below.
 - Two staff members should attend the meeting, one of whom should be the Head teacher.
 - Be open and honest with parents and tell them the reasons for your concern.
 - Be very specific regarding the information you may wish to share.
 - Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
 - Make a written record of the meeting, what was said and who was present (date/time etc.)
4. For further guidance please contact GSCP as directed on their website.

APPENDIX 3 Child Protection Process



Remember to use the GCSP Escalation Policy procedures for the resolution of professional difficulties if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **GCC CHILDREN'S SOCIAL CARE on 01452 426565**

For out of hours social work advice please contact the
Emergency Duty Team on 01452 614 194

Appendix 4

Volunteer's checklist for reporting a disclosure of suspected harm to a child:

Name of Child:	Class:
Date:	Name of volunteer reporting concern:

Please record what has been disclosed:

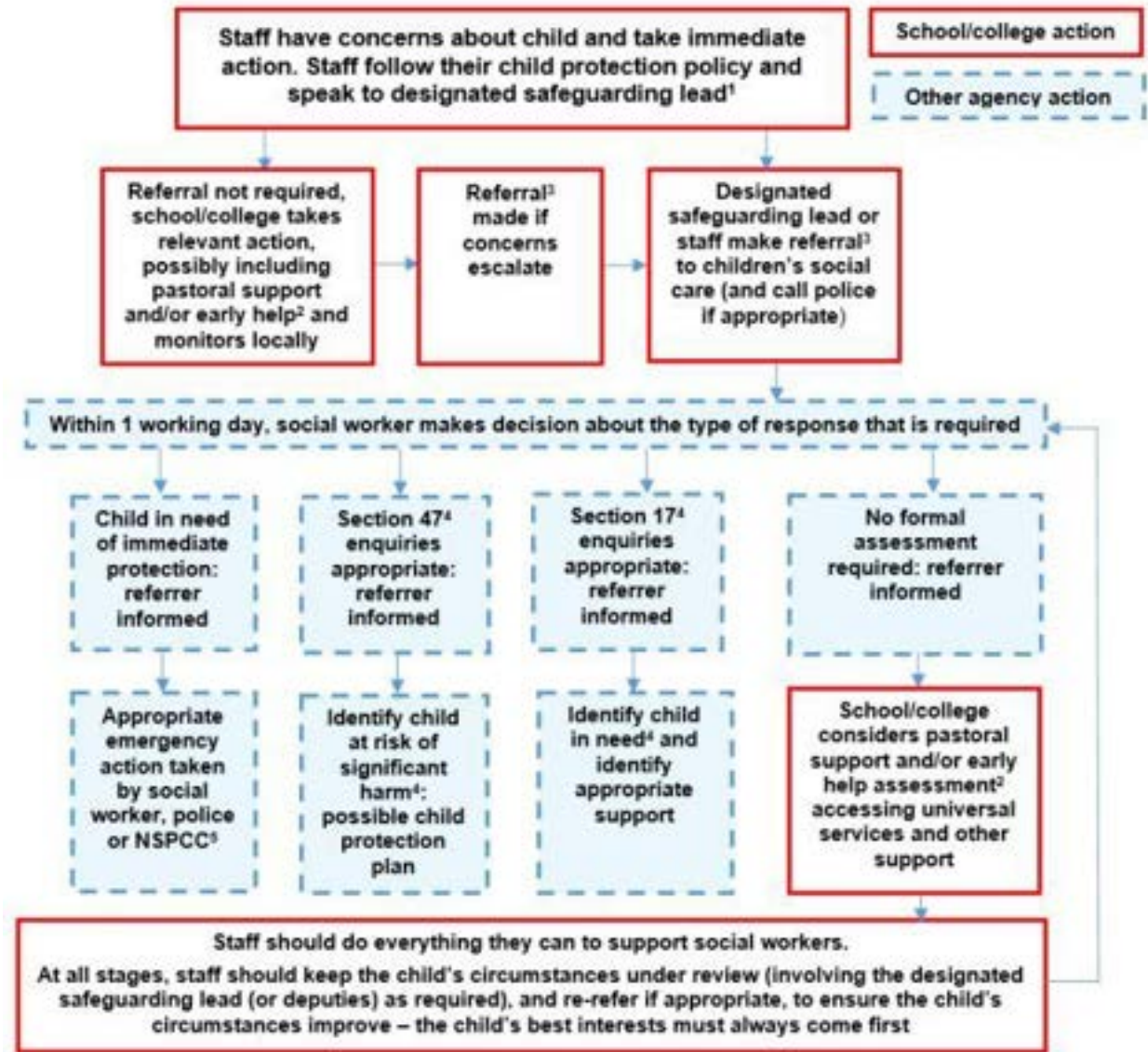
Are there visible signs of a physical nature?

If there are such signs, mark them on ,and attach ,a body map diagram. The school office can provide copies of a body map diagram

Please give this to the Designated Safeguarding Lead, Mrs. Fellows or a DDSL, in their absence please give to class teacher. If none of these are available, please give to the office.

Received by:	Date:
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Appendix 5
Flow chart taken from Keeping Children Safe in Education, 2024, Part 1



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of Keeping Children Safe in Education 2023

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

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

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of

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

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