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The John Moore Primary School

Child Protection Policy & Procedures *(Safeguarding)*

Statutory Policy

Version:	1.0		
Review Cycle:	Annually		
Approval Level:	Governing Body		
Revision History:	September 2023		
Approved By:	Governing Body	Date:	September 2023

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ruth Laing	01684 291661 Or 07769310055 (out of hours) head@johnmoore.gloucs.sch.uk
Deputy DSL	Heather Philcox Sarah Hathaway Bron Williams	01684 291661 hphilcox@johnmoore.gloucs.sch.uk shathaway@johnmoore.gloucs.sch.uk bwilliams@johnmoore.gloucs.sch.uk
Chair of governors	Dan Webb	chair@johnmoore.gloucs.sch.uk
Local authority designated officer (LADO)	Nigel Hatten	01452 426994 Nigel.hatten@gloucestershire.gov.uk
Local Authority Multi Agency Safeguarding Hub (MASH)	Halah Shams El-Din (Education Senior Officer)	Senior Officer) 01452 426565; email enquires - childrenshelpdesk@gloucestershire.gov.uk
Channel helpline		020 7340 7264

1 Introduction

Safeguarding is the responsibility of EVERYONE at The John Moore Primary. We all make sure our approach is child-centred and at all times, always consider what is in the best interests of the child.

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

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2018) and 'Keeping Children Safe in Education' (DfE guidance September 2023). All staff are required to read and acknowledge that they have read and understood, Part 1, Part 4, Part 5 and Annex A and Annex B of the document.

This policy also takes on board procedures and guidance set out within the 'Working Together' publication which reflects the national and local use and development of 'Safeguarding Partners'.

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

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

1.1 Prevention

- A positive and safe school environment with an open culture which respects all individual's rights and discourages discrimination and bullying of any kind
- Good adult role models
- Careful and vigilant staff
- Accessible pastoral care and support offering all pupils the opportunity to talk and discuss any worries or concerns

1.2 Protection

- Agreed procedures that are understood and followed
- Staff are trained and supported to respond appropriately and sensitively to safeguarding concerns
- There is an ethos of 'collective responsibility' where staff communicate concerns and follow appropriate school systems

1.3 Support

- For pupils, who may be or have been at risk of harm
- An appropriate response by staff to address these concerns and to undertake any work that may be required

2 Aims and Expectations

2.1 Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2.2 Expectations

The school recognises that high self-esteem, confidence, supportive friends and clear lines of communication and support from trusted adults helps all children, and especially those at risk of, or suffering abuse.

Staff, volunteers & Governors work together in partnership with pupils and parents to:

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.

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

3 Statutory Framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, 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 Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 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
- 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
- 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 radicalisation and extremism
- 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 that form the GSCP (Gloucestershire Safeguarding Children Partnership)

This policy should be read in conjunction with:

- The DFE document - Keeping Children Safe in Education 2023
- the school behaviour policy;
- the staff behaviour policy known at The John Moore Primary as the Staff Code of Conduct;
- the Early Help offer
- the safeguarding response to children who go missing from education;
- specific guidance about the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The child protection policy induction pack includes all relevant documentation and guidance and is updated on an annual basis to reflect both regional and national changes.

4 Definitions

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.

4.1 What is meant by ‘Safeguarding’?

Safeguarding and promoting the welfare of children is defined as:

- *protecting children* from maltreatment.*
- *preventing impairment of children’s mental and physical health or development.*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.*

Keeping Children Safe in Education September 2023

*children includes everyone under the age of 18

4.2 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 2018 Appendix A Glossary

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in

some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5 Our Commitment to Equality

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

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Children potentially at greater risk of harm may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. We fully recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

6 Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3

safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This is underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling areas such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

6.1 All Staff

All staff will read and understand Part 1 , Part4, Part 5, Annex A and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this Safeguarding and Child Protection Policy, the staff behaviour policy known at The John Moore Primary as the 'Staff Code of Conduct', the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the Behaviour Policy, and the Safeguarding Response to Children who go Missing from Education
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime (CCE), FGM, radicalisation, domestic abuse and mental health.
- The expectations as set out within Safer Working Practice and that they are working within this, that relevant training is given and advice, guidance or sanctions applied where guidance is not followed
- Any breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

6.2 Designated Safeguarding Lead (DSL)

At The John Moore Primary, the Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Headteacher leads on allegations against staff)
- Keeping secure Child Protection, Child in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Inducting staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participating in) early help assessments and process for early help
- Liaising with the Local Authority and Gloucestershire Safeguarding Children's Partnership (GSCP)
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings
- Undertaking a safeguarding evaluation/audit, report to the Leadership Team and Governing Body.

The DSL, Deputy DSL or Additional DDSLs will always be available for school stakeholders (both in person, telephone or through email) in the school to discuss any safeguarding concerns. To strengthen this, there are three deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. and the

deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff will be aware of which deputy DSL is available.

6.3 DSL and DDSL responsibilities at The John Moore Primary School:

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

DSL (Designated Safeguarding Lead) and designated teacher for CSE (Child Sexual Exploitation) and PREVENT duty is:

Mrs Ruth Laing (Headteacher), head@johnmoore.gloucs.sch.uk, Tel: 01684 291661

Out of hours contact number is: 07769310055

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated (as per KCSiE September 2023).

Deputy DSL and designated teacher for CIC (Children in Care) is:

Mrs Heather Philcox (Deputy Headteacher), hphilcox@johnmoore.gloucs.sch.uk

Additional Deputy DSL are:

Mrs Sarah Hathaway (Deputy Headteacher), shathaway@johnmoore.gloucs.sch.uk

Mrs Bronwen Williams (Little Foxes and BOOSC manager),
bwilliams@johnmoore.gloucs.sch.uk

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and DDSLs are set out in their job description.

6.4 Governors

The John Moore Primary has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead and Chair of Governors on safeguarding issues.

The responsibilities of the Governing Body in relation to safeguarding are outlined in KCSiE 2023 and Ofsted's, Inspecting safeguarding in early years, education and skills settings.

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

The nominated governor for safeguarding & child protection including CSE, Prevent Duty and Children in Care at The John Moore Primary is:

Mr Dan Fenn, dfenn@johnmoore.gloucs.sch.uk

The responsibilities placed on the Governing Body include:

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that an effective Safeguarding and Child Protection Policy is in place, together with a Staff Code of Conduct
- Ensuring that all staff, who work directly with children, read at least Part One, Part five and Annex B of KCSiE 2023 and those that don't, read at least Annex A of KCSiE 2023
- Ensuring that all governors will read Keeping Children Safe in Education 2023 in its entirety.
- Ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in KCSiE 2023
- Making sure that children are taught about how to keep themselves safe
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

- Ensuring that the DSLs who are involved in recruitment and at least one member of the Governing Body will also complete safer recruitment training to be renewed every 5 years.
- Ensuring that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Ensuring the school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- Ensuring that this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Ensuring that a senior leader has Designated Safeguarding Lead (DSL) responsibility including making sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- Ensuring that all other staff have safeguarding training updated as appropriate (minimum of annual).
- Ensuring that any weaknesses in provision for child protection are remedied immediately.
- Ensuring that a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Ensuring that Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding and Child Protection Policy is available on the school website or by other means.
- Ensuring that The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through Relationships, Health and Sex Education (RHSE)
- Ensuring that an enhanced DBS check is in place for all Governors and that all members of the Governing Body have had a section 128 check completed.
- Ensuring that all members of staff, including supply teachers, and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know with whom to discuss a concern.

- Ensuring that all members of staff are trained in e-safety and how to report concerns and receive regular updates through CPD or school-based training.
- Ensuring that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Ensuring that all other staff and governors have child protection awareness training updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Ensuring that all parents/carers/guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, on the school website.
- Ensuring that the school's lettings policy seeks to ensure the suitability of adults working with children on school sites at any time and that community users organising activities for children are aware of the school's child protection guidelines and procedures.
- Ensuring that the Governing Body will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer Nigel Hatten, who is supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators. Nigel can be contacted on 01452 426994 or nigel.hatten@gloucestershire.gov.uk and Tracy can be contacted on 01452 426320 or tracy.brooks@gloucestershire.gov.uk.
- Ensuring that the school's procedures are regularly reviewed and updated.
- Ensuring that the name of the designated members of staff for Child Protection, the DSL Officer, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

6.5 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website

- Ensuring that the DSL (even if it is themselves) has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with a DDSL on this
- Within our preschool setting:
 - Ensuring the relevant staffing ratios are met, where applicable
 - Making sure each child in the Early Years Foundation Stage is assigned a key person
 - Overseeing the safe use of technology, mobile phones and cameras in the setting

6.6 Pupils

At The John Moore Primary, it is crucial that all pupils are protected and helped to keep themselves safe.

To this end:

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

6.7 Parents, Carers and Guardians

The school shares a purpose with parents to educate, keep children safe from harm and

have their children's welfare promoted.

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

6.8 Others (including supply teachers)

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist, or members of the Police will have been vetted to work with children through their own organisation and will be required to wear their identity badges on all visits.
- All other professionals will also be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge. If necessary, professionals will be accompanied whilst on school grounds.
- Parent helpers, agency, third-party staff, and contractors, will understand that the guidance in KCSiE will be followed at all times and that they will be subject to an enhanced DBS check if engaged in regulated activity. If necessary, they will be accompanied whilst on school grounds.

7 Recognising Abuse and Taking Action

7.1 Types of abuse

Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. Please refer to KCSiE 2023 pages 137 to 140 where more detailed explanations are given of the categories outlined below.

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

- Physical, Emotional and Sexual Abuse
- Neglect

7.2 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, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk. Other safeguarding issues that all staff should be aware of include (refer to paragraphs 31 to 49 in Part 1 of KCSiE 2023):

- Child – on – child abuse
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Domestic abuse
- Female Genital Mutilation (FGM)
- Mental Health
- Serious violence

7.3 Extra-familial harm

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered on one definition or one label alone. In most cases, multiple issues will overlap with one another.

Staff must always be vigilant and raise all concerns with the DSL or Deputy DSL.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.4 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral. See Referral process diagrams below for further information as to how this can be done.

Tell the DSL as soon as possible if you make a referral directly.

7.5 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation using the school CPOMS system as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Send your write up to the DSL using the school's electronic system CPOMS so that it can be securely shared with key staff. Alternatively, if appropriate, make a referral to children's social care and/or the police directly by completing a MARF (Multi agency referral form) via www.gloucestershire.gov.uk/gscp/safeguarding-child-protection-arrangements/multi-agency-safeguarding-hub-mash-community-social-work-team/

Or by contacting the MASH (Multi Agency Safeguarding Hub) on 01452 426565 and using Option3 or by dialling 999, and tell the DSL as soon as possible that you have done so. Again, add this record to CPOMS.

7.6 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

7.7 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is 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 the DDSL or a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible and record these using CPOMS

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

8 Our Offer of Early Help

Please refer to the Early Help Policy on the John Moore Primary School website and in the CPOMS library.

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

At The John Moore Primary, we recognise that any child may benefit from Early Help, but insist that staff should be particularly alert (as outlined in the Early Help section of KCSiE 2023 pp 7) to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care

- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

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

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

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

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

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

- Undertake an assessment of the need for Early Help
- Make use of the graduated pathway for early help and service provided by the relevant Early Help Partnership
- Provide early help services e.g. School Nurse, Pastoral support teachers, Inclusion Manager, Family Outreach Worker etc...
- Refer to appropriate services e.g. CYPS
- Ensure that pupils have a choice of staff available to them to listen to their concerns or needs, for example, emotional health needs
- Provide support within the school such as Behaviour support sessions, Lego Therabuild and ELSA support sessions.

All staff will be supported in the following ways:

- Access to relevant training with a focus on how early help can support pupils
- Access to an up-to-date register of early help

- Access to the GSCP website – [Levels of Intervention](#)
- Support from senior members of staff with specific training in emotional health and well-being

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

9 The Child Protection Referral Process

9.1 Multi-agency working

Everyone at The John Moore Primary 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. Safeguarding partners and child death review partner arrangements are in place.

Locally, the three safeguarding partners (the local authority; the integrated care board for an area within the 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.

It is important that staff understand their role in the three safeguarding partner arrangements and local arrangements.

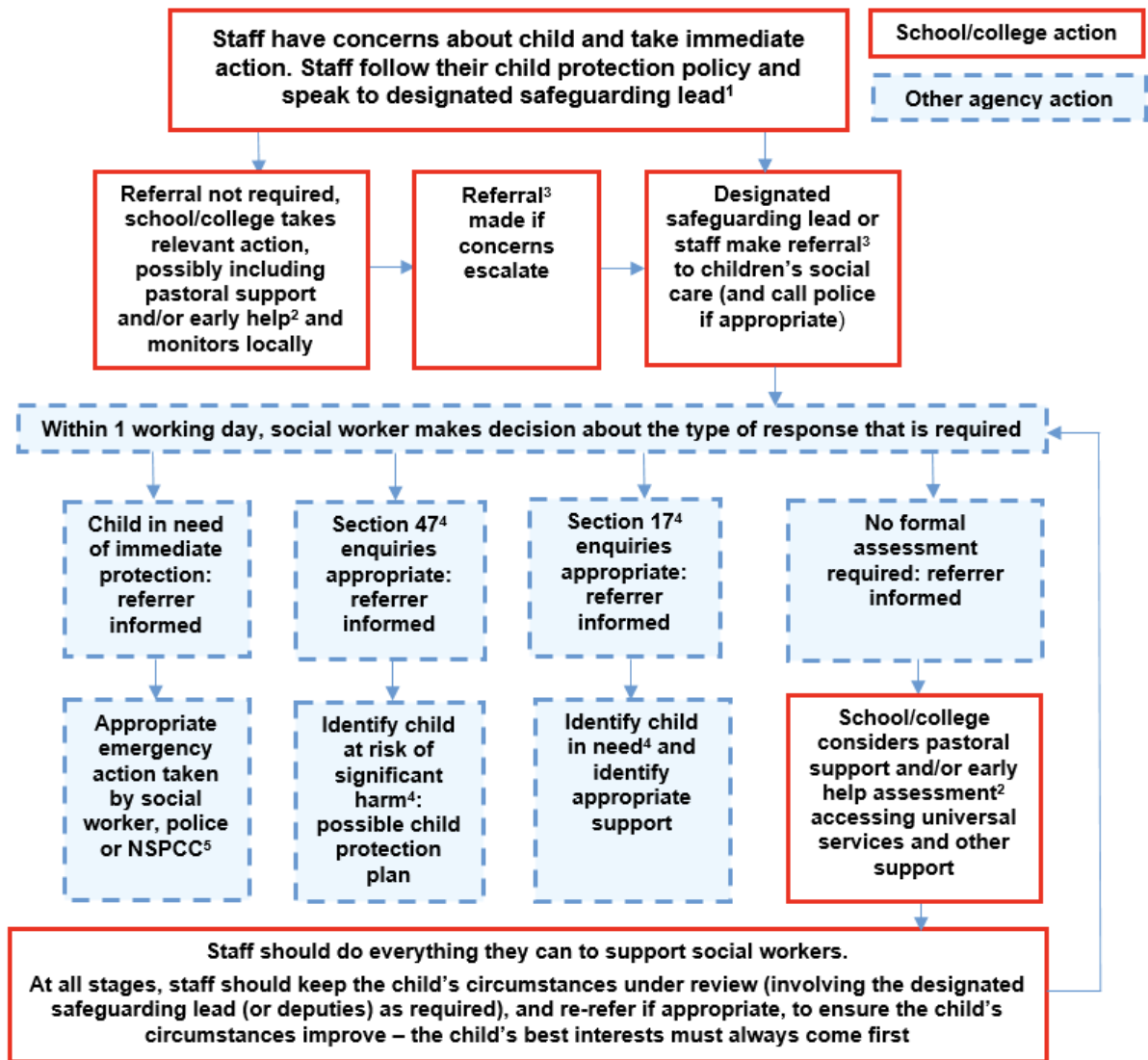
9.2 The GSCP (Gloucestershire Safeguarding Children’s Partnership)

The GSCP 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 www.gloucestershire.gov.uk/gscp/

KCSiE 2023 also provides clear guidance (see flow-chart below)

9.3 Understanding the local referral process

The following link provides staff with the necessary information regarding advice and referral procedures - www.gloucestershire.gov.uk/gscp/



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

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

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

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

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

9.4 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 the DDSL or a member of the senior leadership team and/or

seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' diagram). Inform the DSL or deputy as soon as 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.

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.extremism@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-related

9.5 If you have a mental health concern

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.

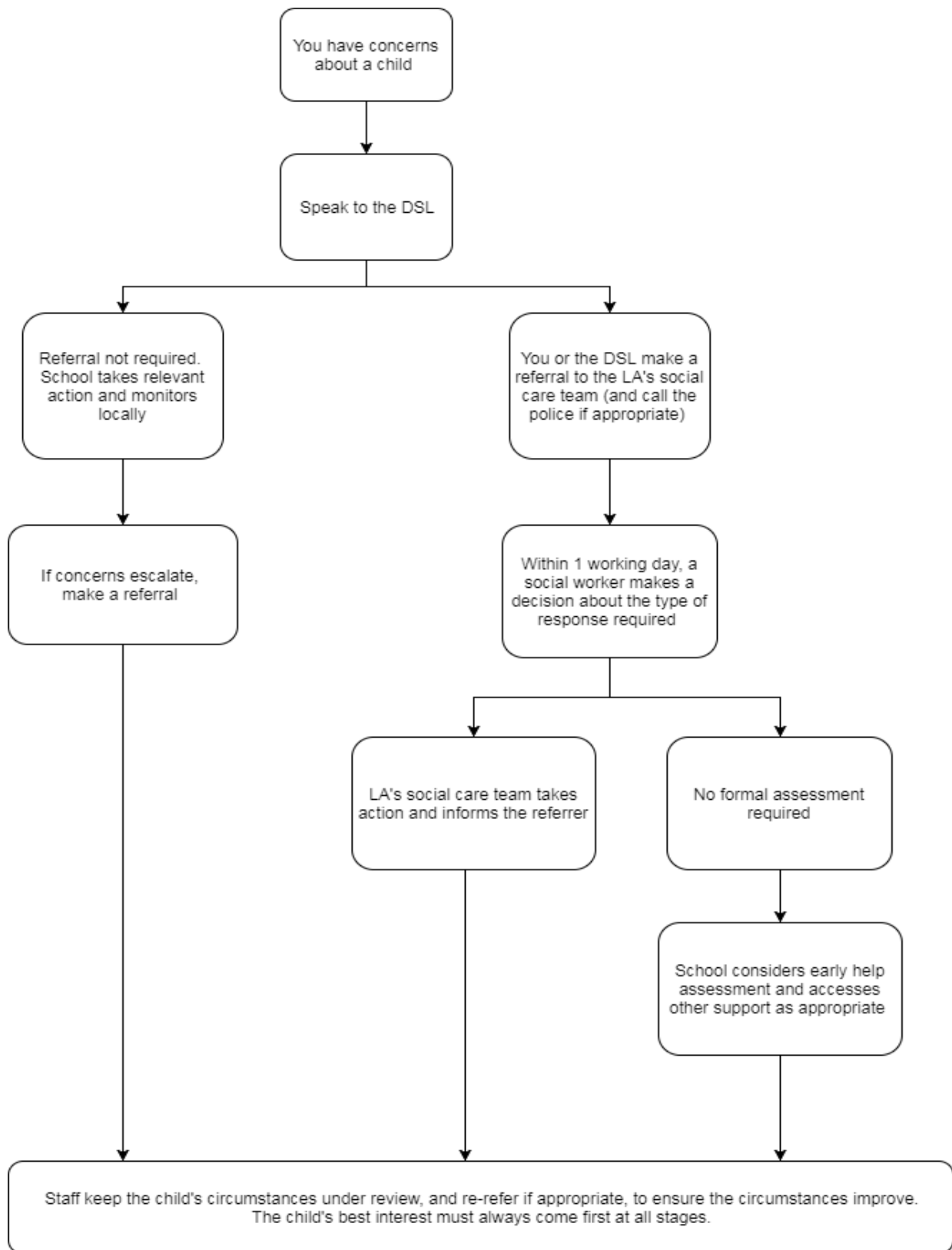
Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Staff are encouraged to make reference to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



9.6 Following up referrals

The agency who received the referral e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to be assured that action is being taken or that alternative support is being recommended

If after a referral the child's situation does not appear to be improving, the DSL should press for re- consideration

It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level

Where there is a difference of opinion with another agency and this cannot be resolved the [GSCP Escalation](#) guidance should be used.

9.7 Gloucestershire Encompass Commitment

As part of The John Moore 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 sees the abuse, hears it from another room, sees 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 have been fully trained in liaising 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.

9.8 Informing Parents/Carers/Guardians

Where appropriate, we will discuss any concerns about a child with the child's parents/carers/guardians. The DSL will normally do this in the event of a suspicion or

disclosure. Other staff will only talk to parents/carers/guardians about any such concerns following consultation with the DSL. If we believe that notifying the parents/carers/guardians would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents/carers/guardians of all the children involved.

10 Allegation Management - Pupils

10.1 Allegations of abuse made against other children 'child-on-child abuse'

It is important that staff recognise that:

- Children are capable of abusing their peers, including online.
- It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- That all child-on-child abuse is unacceptable and will be taken seriously.
- Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- There is a zero-tolerance approach to abuse

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. Victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong

What is child-on-child abuse most likely to include?

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 children (sometimes known as 'teenage relationship abuse');
- 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 nude and semi-nude 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).

What systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously?

- Fostering an open and honest environment for pupils without prejudice.
- Ensuring that the pupils in our care have a voice. Our school encourages all children to follow our 'Soar, Share, Strive and Sparkle' values. 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.
- Ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Ensuring that children can report abuse with the confidence that their concerns will be treated seriously.
- Signposting to young people in the event that they don't feel confident raising an issue to staff or a peer. For example, Childline posters are displayed around school and the school makes use of the NSPCC for pupil workshops.
- Ensuring 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.
- Focusing upon whole staff training and CPD around abusive behaviours
- Ensuring that we have a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and which gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Ensuring that the systems in place are well promoted, easily understood and easily accessible for children

10.2 Sharing of nudes and semi-nudes images/ and or videos

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

Staff must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting our local neighbourhood policing team via 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships education / relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered

- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

10.3 How will allegations of child-on-child abuse be investigated and recorded?

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.

- Reassure the child that they are being taken seriously
- Be supportive and respectful of the child
- If the report includes the sharing of nudes or semi-nudes, staff should not view or forward illegal images of the child
- Do not promise confidentiality
- Listen carefully, reflecting back, using the child's language, being non-judgemental, being clear about boundaries, not asking leading questions and only prompting with open questions – where, when, what etc...
- It is essential that a written record is made
- Only record the facts as the child presents them (it should not reflect the personal opinion of the note taker)
- Inform the DSL (or deputy), as soon as practically possible

10.4 How will victims, perpetrators and any other children affected by child-on-child abuse be supported?

- The relevant staff will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- The relevant staff will consider the age and the developmental stage of the alleged perpetrator(s) and nature and frequency of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

- The relevant staff will need to consider the proportionality of the response.
 - If the incident is significant, external agencies will be used to offer specific support for the victim e.g. NHS; NSPCC; Childline.
 - The school will maintain arrangements to protect and support the victim for a long time. The school is prepared for this and will work with children's social care and other agencies as required.
 - The school will safeguard the victim (and all other children, and staff) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
 - The school will work with professionals as required to understand why a child may have abused another child. It is important to remember that, as a child, any alleged perpetrator(s) is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.
 - It is important that the perpetrator(s) is also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
 - The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school will carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.
 - The school will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of the support they may need and how the report will be progressed.
 - The school will also meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, additional behavioural support sessions or moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed.
- The school will support other pupils who may have been affected by the incident.

11 Allegations management – staff, supply teacher, volunteer or contractor

All school staff should take care not to place themselves in a vulnerable position with a child. All Staff should be aware of the school's Staff Code of Conduct and Behaviour Policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and is made clear in the Staff Code of Conduct.

11.1 Allegation Management Thresholds

This guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at The John Moore Primary 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 and /or
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this known as transferable risk.

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 Local Authority designated officer(s) LADO 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 with national guidance, the following definitions are used when determining the outcome of allegation investigations:

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

11.2 What to do if an allegation is made?

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher, who will then refer to the appropriate Local Authority Designated Officer (LADO): Gloucestershire Local Authority Designated Officer (LADO): 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 who will then report this to the LADO without notifying the Headteacher first.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns guidance. Further details can be found in our schools allegations management guidance.

If an allegation is made against a governor, the Headteacher will then refer to the LADO. Where an allegation is substantiated, the school will follow the procedures as determined by the LADO and will consider removing them from office if the allegation is substantiated.

KCSiE 2023 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.

GCC have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context and the school will follow this procedure.

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

11.3 Concerns that do not meet the harm threshold (Refer to the Staff Code of Conduct)

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. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

12 Recording, sharing information & confidentiality

12.1 Recording

All concerns, discussions and decisions made, and the reasons for those decisions, must be recorded on the school electronic system, CPOMS. If there is any doubt about what should be recorded, staff should discuss it with the DSL (or DDSL). The school's electronic CPOMS system is fully compliant with The Data Protection Act 2018 and GDPR. Historic or archived information received by the school will also be placed on CPOMS.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

12.2 Information sharing & confidentiality

At The John Moore Primary, all staff recognise that information sharing is vital in identifying and tackling all forms of abuse and neglect. The school and staff will be proactive in both reading historic information that has been shared and 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 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 government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information and will support staff who have to make decisions about information sharing.

If staff are in any doubt about sharing information, they should speak to the DSL or Deputy DSL.

13 Support

13.1 Supporting the child

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

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

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

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

Our school will therefore support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and offering Early Help.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under

confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

13.2 Pupils with special educational needs (SEN) and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse 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

13.3 Pupils with Child Protection Plans

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

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

We also 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.

13.4 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 Heather Philcox (Deputy Headteacher and Inclusion Manager), 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

14 Training

14.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e- bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

14.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

14.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

14.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training (in the past five years). This will cover, as a minimum, the

contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

14.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

15 Whistle Blowing

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

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

Whistle-blowing about the Headteacher should be made to the Chair of the Governing Body, Mr Dan Webb via chair@johnmoore.gloucs.sch.uk and whose contact details are readily available to staff in the CPOMS library and via 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

16 Safeguarding and our taught and wider curriculum

16.1 Safeguarding & Emotional Health and Wellbeing within the curriculum

Through PSHE and other curriculum contexts such as Relationships, Health and Sex Education (RHSE), children at The John Moore Primary are encouraged to talk about their feelings to deal assertively with pressures that they may face. Every opportunity is taken to teach children about safeguarding such as child sexual exploitation, healthy relationships, hate, Domestic Abuse, bullying, and forced marriage.

Children are listened to and provided with age-appropriate advice and guidance. They also know who they can turn to if they need help.

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

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

16.2 Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material.

We 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 breadth of issues classified within online safety is considerable, but can be categorised into four areas 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 semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To support the teaching of e-safety, the school subscribes to the [South West Grid for Learning \(SWGfL\) Boost+](#) package for teachers and parents.

To meet our aims and address the risks above, 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
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- 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
- 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.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- 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

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website **[insert hyperlink]**

16.3 Filters and Monitoring

At The John Moore Primary, we ensure that appropriate filters and appropriate monitoring systems are in place through the use of the swgfl Networks. The Governing Body recognises that whilst it is essential that appropriate filters and monitoring systems are in place, they are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school community also recognises that the use of technology has become a significant component of many safeguarding issues. Child Sexual Exploitation; Radicalisation; Sexual Predation; technology often provides the platform that facilitates harm. We believe that an effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and deal appropriately with any incident where appropriate. This is achieved through specific websites being identified on the main school website and the use of professionals to lead e-safety events for parents.

Whilst filtering and monitoring are an important part of the online safety picture for our school, it is only one part of a whole school approach to online safety.

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

16.4 Information and support

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

NSPCC Sexting Advice NSPCC Child Sexual Exploitation Advice

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

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

16.5 Relationships Education

Relevant safeguarding issues will be taught through the school’s Relationships Education programme. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

16.6 Off Site Visits

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

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

16.7 Transport

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

17 Related policies

Safeguarding and child protection is at the core of all that we do at The John Moore Primary and therefore relates to all policies. There are particularly important links between this Child Protection Policy and the following policies:

- Attendance Policy
- Early Help Offer
- First Aid
- Special Educational Needs and/or Disability Policy (including JMPS Local Offer)
- Behaviour in Schools Policy
- E-safety and Acceptable use (including Social Networking) Policy
- School Exclusion Policy
- The Staff code of Conduct
- Safeguarding response to children missing in education
- Relationships, Health and Sex Education (RHSE) policy

18 Monitoring and evaluation

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

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

- Designated Safeguarding Governor visits to the school
- Scrutiny of Single Central Record (SCR)
- Leadership Team 'drop ins' and discussions with children and staff
- Completion of the GSCP annual Section 175 audit and/or external audit by LA safeguarding providers
- Pupil surveys and questionnaires, including the Gloucestershire on-line pupil survey (OPS)
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments

- Scrutiny of GB minutes
- Scrutiny by the school leadership team and Governing Body of bullying/racist/behaviour incidents/referrals on a termly basis
- Review of parental concerns, complaints, Parent Forum and parent questionnaires
- Review of training undertaken by all staff and volunteers
- Information and updates from GSCP training events / DSL forum

18.1 Useful Numbers and Links

<https://www.gscb.org.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.nspcc.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

GCSB - <https://www.gscb.org.uk/contact-gsce-and-sign-up-for-gsce-alerts/>

MASH (Multi Agency Safeguarding Hub) – 01452 426565

School Website - <http://thejohnmooreprimary.org/>

Community Social Workers (Team Manager – Nick Bollington M: 07464 654655)

Tewkesbury Nichola Spear M: 07785604872 Mon 9-5, Tues 9-1, Weds 9-1	Gloucester Debbie Webb M: 07947 505664 Nick Richardson M: 07769 361867	Cheltenham Sophie Morgan M: 07584 377898
North Cotswolds and Stroud Beverley Pitter M: 07760 172829	Stroud Brian Devers-Martin M: 07899994759. Mon 9am to 1pm, Tues and Thurs	Forest of Dean Keira Shortman M: 07786 701973
South Cotswolds Mandy Hollands M: 07587 614861 Tues, Weds & Friday		

Early Help Co-ordinators

Tewkesbury	01452 328251	tewkesburyearlyhelp@gloucestershire.gov.uk
Cheltenham	01452 328160	cheltenhamearlyhelp@gloucestershire.gov.uk
Cotswolds	01452 328101	cotswoldsearlyhelp@gloucestershire.gov.uk
Forest of Dean	01452 328048	forestofdeanearlyhelp@gloucestershire.gov.uk
Gloucester	01452 328076	gloucesterearlyhelp@gloucestershire.gov.uk
Stroud	01452 328130	stroudearlyhelp@gloucestershire.gov.uk

18.1.1 Appendix : specific safeguarding issues

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or

exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or 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 are absent 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 absent, 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.

Child criminal exploitation

Child criminal exploitation (CCE) 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.

The 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 example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The 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. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude 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
- 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 10 of this policy, as appropriate. In particular, section 10.2 and 10.3 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day via the local authority Operation Encompass arrangements.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called '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 practices 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.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘1 chance’ rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of

different faiths and beliefs. This also includes calling for the death of members of the armed forces

- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7 and 9 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Bring the child to the main school office
- Contact the parent/s by telephone to ascertain when they will be picked up.
- Contact the parent/s via text message/ email if there is still no contact.
- Contact the nominated second and third contacts on our school admissions information data base
- Contact the local policing team and make a referral to the social care team if we have still not been able to make contact with the child's family.
- Keep a record of this non-collection of the child and reasons why.
- Continue to monitor closely looking for any patterns in occurrence
- Make a referral to the social care team if concerns continue or esca

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Make immediate contact with the police via 999.
- Contact the child's parents or next of kin as outlined in our admissions procedures.
- Form an emergency response team of key personnel at the school (DSL, member of the SLT, class teacher).
- Support the policing team in their search.
- Provide on-going pastoral support for the child once they are found.
- Put in place a PSP (pastoral support plan including an emergency response plan if the child attempts to leave the building again)

