

Child Protection Policy and Procedures



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References:

Keeping Children Safe in Education (DfE, Sept 2024)

Working Together to Safeguard Children December 2023

Governance handbook and competency framework DfE 2020

Promoting and supporting mental health and wellbeing in schools and colleges (DfE July 2022)

Gloucestershire Safeguarding Children Partnership (GSCP)

Departmental Advice: What to do if you are worried a Child is Being Abused – Advice for Practitioners

nspcc.org.uk – CASPAR briefings (Current awareness for policy, practice and research)

Education and Training (Welfare of Children) Act 2021

Use of Reasonable Force in Schools and Reducing the need for restraint and restrictive intervention

Child Protection Policy checklist The Key

1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), 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 1 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 Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our trustees and Principal carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimization. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.



2. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment, inside or outside the home, including online.
- Providing help and support to meet the needs of children as soon as problems emerge.
- 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
- Taking action to enable all children to have the best outcomes
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. *Appendix 3* 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 include 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)
- A clinical commissioning group 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 is appropriate and which terms to use on a case-by-case basis.



3. Equality statement

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 (SEN) or disabilities or health conditions
- Has a mental health need
- 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 frequently missing/goes missing from education, home or care
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Has experienced multiple suspensions, is at risk of being permanently excluded from school, in alternative provision or a pupil referral unit.
- Has a parent or carer in custody or is effected by parental offending.

4. CHIPPING CAMPDEN SCHOOL fully recognises its responsibilities for safeguarding children.

Context

Safeguarding Children includes Child Protection but in its wider context will include all policy and practice relating to the life of the school: safer working practice for staff, recruitment, anti-bullying and anti-hate, confidentiality, equal opportunities, anti-radicalisation, health and safety, behaviour and intervention, providing first aid/meeting medical needs, prohibited items, risk assessments for educational visits, e-safety and school security, for example. We aim to minimise risk in our approach to all aspects of school life, recognising that some children are at more risk of harm than others: children with SEND, or those with protected characteristics, for example, as outlined in our equality statement.

The ultimate responsibility for Safeguarding Children lies with the Principal but SAFEGUARDING CHILDREN IS EVERYONE'S RESPONSIBILITY and there is a clear requirement for everyone in the school to understand their safeguarding duties. The Board of Trustees is responsible for ensuring this understanding and undertakes this duty through review of policy and practice.

All schools must have a Designated Safeguarding Lead who, if not the Principal, should be a senior member of staff. Every educational setting must have a Safeguarding and Child Protection policy



which, in conjunction with other relevant policies, should enable pupils and staff to feel supported in a safe and caring environment.

Therefore we:

- Ensure we practice safe recruitment in line with Government guidance, check the suitability of staff and volunteers to work with children and ensure any unsuitable behaviour is reported and managed using the Allegations Management and Whistleblowing procedures.
- Raise awareness of Child Protection and safeguarding issues and equip children with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Services helpdesk in the appropriate county, the police and health services, as appropriate
- Support pupils who have been abused in accordance with his/her agreed Child Protection plan.
- Establish a safe environment in which children can learn and develop

5. Roles and responsibilities

KCSIE (Keeping Children Safe in Education 2024) 1.9.2024 Part 1 Safeguarding information for all staff, must be read in full in conjunction with this policy

Every adult in school plays a crucial role in preventative education: for example, we have a zero-tolerance policy to any incidents of sexism, misogyny, misandry, homophobia, biphobia and sexual violence/harassment. This whole school priority supports a preventative approach to safeguarding.

All staff will:

- read and understand part 1, part 5 and annex B of the DfE's KCSIE statutory guidance and sign a declaration to confirm that they have reviewed this guidance at least annually
- be aware of the contents of this and related policies, the identity and role of the DSL (Designated Safeguarding Lead) and DDSLs (Designated Deputy Safeguarding Leads)
- reinforce the importance of online safety when communicating with pupils and parents, appreciating that children can be at risk of harm inside and outside their home, at school and online
- provide a safe space for children to share concerns and pass on these concerns using formal systems, reassuring pupils that they will be taken seriously
- be aware of the Early Help assessment process and their role in identifying emerging problems and information sharing
- be aware of the process for making referrals to the local authority children's social care and their role within this
- know what to do if they identify a safeguarding concern and maintain an appropriate level of confidentiality
- be aware of the signs of different types of abuse and neglect and specific safeguarding issues
- attend Local Authority training every three years and undertake all training and required updates directed by Chipping Campden School
- do all they reasonably can to protect the anonymity of any child/ren involved in an allegation in line with the confidentiality policy
- be alert to behavioural signs that suggest a child may be experiencing a mental health



problem or be at risk of developing one, liaising with DDSL/DSL and observing actions as outlined in related policies

- All relevant staff should understand the school's online safety processes and expectations relating to filtering and monitoring

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse, neglect, exploitation and mental health issues. The school will, therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, are listened to
- Ensure children know that there are adults in the school they can approach if they are worried
- Promote the SHARP system across all year groups for reporting concerns
- Promote and signpost children to appropriate agencies to enable them to actively engage with support
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- At all times, consider what is in the best interests of the child
- Contribute to record keeping as required, in line with the duties outlined in KCSIE 2024
- Understand that children include everyone under the age of 18.

The school will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the Department for Children, Schools, and Families.

KCSIE Part 2 1.9.2024 The management of safeguarding

Designated Safeguarding Lead (DSL):

Daniel Clarkson, Vice Principal. dclarkson@campden.school 01386 840216 ext 213

Designated Deputy Safeguarding Leads (DDSL): Pastoral Year Leads for Years 7 - 13

The DSL is a member of SLT and has 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 networks to keep pupils safe online. Annex C of KCSIE 2024 outlines the statutory duties of the DSL. Chipping Campden School adopts the Gloucestershire model job description for a DSL, and this is reflected in the job description of the post holder.

The DSL will undergo specific training to:

- Liaise with staff and multi-agencies on matters of child protection, safety and safeguarding including sexual violence and sexual harassment, as appropriate, observing locally agreed multi-agency arrangements
- Understand how to access local specialist support for children who are victims and alleged perpetrators in sexual harassment cases
- Have a good understanding of harmful sexual behaviour



- Have a good understanding of filtering and monitoring systems and processes in place at school.
- Ensure that a referral is made to the police where a crime has been committed: rape, assault by penetration and sexual assault are crimes, for example
- Work closely with the police if there are delays in the criminal process
- Ensure that children have an appropriate adult in case of police investigation or search
- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Have knowledge of how local authorities conduct a Child Protection Case and contribute effectively
- Chase up and challenge the outcomes of any referrals, where deemed necessary, following the escalation policy as required
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral, liaising with relevant agencies
- Arrange for the transfer of safeguarding files
- Support any staff who have made their own referrals
- Liaise with the Principal to inform him of any significant issues and ongoing investigations
- Maintain records of all safeguarding issues: ensure that all appropriate information on individual children is collated, including a confidential record of all pupils who have intervention relating to safeguarding and Child Protection, making sure that records are passed on when a child transfers school/setting in any circumstances, including progression post 16. Monitor attendance patterns and refer to the Attendance Officer, collate the appropriate information for reports to be presented at Child Protection Conferences, Child Protection Core group meetings and Child in Need meetings. The DSL will maintain records and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference. Records must be kept securely.
- Ensure that a separate file is kept for each child, with a comprehensive summary of the concern, details of follow up and resolution, with any actions taken and the outcome for the child.
- Lead the safeguarding team and co – ordinate the vulnerable pupil recording systems
- Liaise with appointed Deputy DSLs
- Lead on raising awareness of safeguarding and Child Protection within the School
- Fulfil all aspects of Prevent duty, in collaboration with the Principal, including referrals to Channel and addressing any concerns about extremism, consulting with appropriate agencies
- Lead the co – ordination of support for Looked After Children, Previously Looked After Children, in line with the designated teacher role and responsibilities outlined by the Virtual School
- In liaison with the Principal, manage safeguarding concerns about staff members (including contractors, supply staff and volunteers)
- Liaise with the case manager/LADO re allegations as directed by the Principal
- Liaise with HR regarding Safer recruitment and the upkeep of the Single Central Register (SCR)
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required, and refer cases where a crime may have been committed to the Police.
- Understand the unique risks associated with on-line safety and liaise with appropriate staff to ensure that whole school staff training is effective, as part of the school's safeguarding duty
- Recognise the additional risks of SEN and SEND
- Encourage a culture of listening within the School
- Ensure the policy is publicly available
- Monitor practice to ensure that information sharing is with the right people between and within agencies.



- Endeavour to inform all decision making by establishing the contextual safeguarding for the child/ young person.
- Have a working understanding of Working Together chapter one in relation to the social care assessment process and the serious case review process.
- Complete the GSCB safeguarding audit.
- Check that DSL and DDSL training is completed every two years and that the lead team updates training throughout the academic year, sharing good practice and cascading information from on-going CPD (Continuing Professional Development)
- Make arrangements for appropriate cover during holidays/out of hours.

Children who may be absent or missing in education.

All staff should be aware that children being absent from school or college, particularly repeated or prolonged may be because of varied safeguarding issues, which may include some form of abuse. All staff should be aware of the school's unauthorised absence procedures and missing in education protocol. All initial concerns should be referred to the appropriate DDSL and the Attendance Officer.

The Principal: Mr Gareth Burton

The Principal 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 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 the DSL on this

The Principal is responsible for the implementation of this policy, acts as DSL and case manager in the event of allegation about staff, in collaboration with the DSL. The Principal has regular oversight of the SCR, liaising with the DSL and HR Manager.

In conjunction with the DSL, the Human Resource Manager will:

- Keep the Single Central Record updated, proving that all employees are safe to work with children
- Review the Safeguarding and Child Protection Policy and KCSIE updates at least annually for all matters relating to Human Resources
- Review biennially or earlier, if necessary, to respond to statutory changes, other related safeguarding policies: Behaviour for Learning, Safer Working Practice for Staff, Anti-Bullying, Confidentiality, Safer Recruitment, E-Safety etc..



Designated Trustee with responsibility for Safeguarding/Child Protection: Mrs Sara Chandler

The designated Trustee is responsible for being up to date with Child Protection and Safeguarding duties and is responsible for being assured that the DSL and safeguarding lead team are undertaking their duties effectively and that safeguarding arrangements are in line with DfE requirements. Mrs Chandler will have regular meetings with the DSL, be aware of all related policies and their practice. The designated Trustee will ensure that safeguarding is appropriately and regularly discussed at Trustees' meetings, training is up to date and minutes are kept.

The Board of Trustees:

Is responsible for facilitating a whole school approach to safeguarding and has a strategic leadership responsibility to ensure that all policies, procedures, and training are effective and comply with the law. The Board of Trustees is aware of its obligations under the Human Rights Act 1998, Equality Act 2010 and multi-agency safeguarding arrangements. The Board of Trustees responsibilities in relation to IT filtering and monitoring, SEND, concerns about staff and Alternative Provision are outlined in related policies, as evidenced via meeting minutes.

Trustees should be familiar with most up to date KCSIE document, paying special attention to part 2 (The Management of Safeguarding) and Annex A.

The Child Protection Trustee ensures that the Board of Trustees responsibility to challenge the school on aspects of safeguarding is carried out on a regular basis. Time within regular Trustee meetings is allocated to the subject of Safeguarding (Child Protection) and the school is asked for a regular report. The Gloucestershire Safeguarding Children Partnership undertakes an annual audit of Safeguarding in Schools. The Board of Trustees ensures that this audit is completed, and any outcomes discussed in review meetings with the DSL. Any actions arising from the audit will be reflected in the school development plan.

- 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
- Ensure:
- 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, understanding the filtering, and monitoring systems and processes in place
- 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). Ensure this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised



Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of trustees will act as the 'case manager' if an allegation of abuse is made against the Principal, where appropriate.

All trustees will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how trustees are supported to fulfil their role.

Virtual School Heads

Are responsible for being the strategic lead for children who are designated as Looked After. Their duties were extended in 2022 to include championing the educational outcomes for children with a social worker. More information can be found here:

[Virtual school head role extension to children with a social worker - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

6. Recognising abuse and taking action

If there is a concern about a member of staff, supply teacher, volunteer or contractor, or an allegation is made, the matter should be raised with the Principal as soon as possible. If the concern/ allegation is about the Principal, the concern should be directed to the Chair of Trustees. If any member of staff believes that there is a conflict of interest in raising the matter with the Principal, they should speak with the LADO.(Local Authority Designated Officer)

In the event of suspected abuse or disclosure involving staff, supply/agency workers, contractors, trustees or volunteers the school will observe Part 4 of Keeping Children Safe in Education (DfE, 2024 in full.)

- If the complaint comes to the DSL he will inform the Principal immediately.
- The Principal will contact the Local Authority Designated Officer for Allegations (LADO) on 01452 426994 for an Initial Discussion. It is not the responsibility of the DSL to oversee the Allegations Management process.
- If necessary, a Strategy Meeting will be convened urgently. The School should not carry out an investigation until this meeting has taken place in case the allegation meets the criminal threshold.
- Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is **prohibited by law**. Publication includes verbal conversations or writing, including content placed on social media sites.

Procedure covering alleged child abuse by the Principal



- The DSL should contact the trustee with safeguarding responsibility or the Chair of Trustees who should, in turn, immediately contact the LADO.
- Care should be taken to ensure that other staff and trustees are only informed IF NECESSARY.

Low level concerns are addressed below and outlined in the Staff Code of Conduct and records kept by the DSL.
If you are ever in any doubt about any safeguarding issue, please ask.

If you have a cause for concern regarding a pupil, however minor it may seem to you, you must communicate it.

Managing a disclosure

If approached by a pupil, try to assess the urgency, and appoint a suitable time and place to talk.

Things you should do:

1. Listen to and believe them. Time should be given to gain an understanding of what the child is trying to say.
2. Take the child's statements seriously and accept what the child is telling you. Tell them that they have done the right thing talking to you and tell them that you will be passing this information on to the DSL/DDSL.
3. Write down as soon as you can EXACTLY what the child said. Make a careful record of the disclosure. Quote the child using their language. Sign and date and pass to the DSL. Discuss the disclosure with your DSL as soon as possible, or a Deputy DSL if DSL is unavailable. Do not discuss the disclosure with anyone else.
4. Take care of yourself; request an additional opportunity to discuss the disclosure with the DSL/DDSL to whom you reported the issue.

Things you should not do:

- DO NOT PROMISE CONFIDENTIALITY. Explain that you cannot keep secrets. Offer to support the child in any necessary sharing of information.
- Do not contact parents.
- Do not interrogate, investigate, or ask leading questions. This can adversely affect the outcome of potential legal involvement.
- Do not make assumptions of how the child feels about their experiences.
- Do not pass judgements on what you hear. Be unemotional though sympathetic.
- Do not speak with anyone about whom allegations are made even if the allegations are about a colleague or another adult. This is the DSL's or Principal's responsibility.

IF YOU ARE CONCERNED THAT A CHILD IS AT RISK FROM HARM (OR YOU HAVE BEEN TOLD THAT A CHILD MIGHT BE) but no disclosure has been made to you, inform the DSL in person, if they are not available, inform one of the Designated Deputies. You may be asked by the DSL or a pastoral colleague to complete a more detailed referral later when the level of risk of harm has been established.

5. If DSL/Deputies are unavailable out of hours and no member of the senior team is available, please ring **Children & Families Help Desk in the county where the child or young person resides for advice, or the Police (101). Anyone can contact NSPCC at any time with a concern. If anyone is in immediate danger, then ring 999 and ask for the police.** If, in exceptional circumstances, you make the referral personally inform the DSL as soon as possible. Do not delay in reporting. The NSPCC (National Society for the Prevention of Cruelty to Children) helpline 0808 800 5000 can be accessed at any time.



IF YOU HAVE A CONCERN ABOUT A CHILD WHO IS NOT AT RISK OF IMMEDIATE HARM a referral should be made via CPOMS. An 'incident' will need to be completed and assigned to the relevant member of staff. Where individuals do not have CPOMS access the "Safeguarding Concern" paper form should be used. Copies of the form can be found in the school office, the exam's office, and the site office and Music department. You may be asked by the DSL or a pastoral colleague to complete a more detailed referral.

Pupils for whom a concern exists are added to a list of vulnerable pupils and a VP chronology is opened. Pupils are monitored more closely, and further action taken if necessary.

Remember, child protection is often a complex and sensitive matter. Information is only shared on a "need to know" basis. Safeguarding and welfare for all pupils sits at the heart of our behaviour management policy and where staff are observing the Pivotal Pillars, we are working from the basis that challenging behaviour could well be the symptom of an underlying welfare concern.

If you are ever in any doubt about any safeguarding issue, please ask.

7. Concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a 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' above). Inform the DSL or deputy as soon as 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 DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees 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

8. Allegations of abuse made against other pupils

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

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. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Both victim and perpetrator will be supported as appropriate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with



safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that 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
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The significant role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing



9. Online safety and the use of mobile technology.

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 trustees 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.
- 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, 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

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils, and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Chipping Campden School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.



We will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour] policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

10. Record Keeping

School will:

- Make parents aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Designated Safeguarding Lead will follow the Gloucestershire/ Warwickshire/Worcestershire/ Oxfordshire County Safeguarding Children Procedures, as appropriate, and school records shared
- **notify social services** if there is an unexplained absence of more than two days of a pupil who is on the Child Protection register.
- **Develop effective links** with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at case conferences.
- **Keep written records** of concerns about children, even where there is no need to refer the matter immediately: Vulnerable pupil chronologies (VP)
- **Ensure all Child Protection records are kept up to date and securely stored**, separate from the main pupil file, and in locked/secure locations
- **Ensure that**, where a pupil with a VP file leaves, their **information is transferred** to the new school within 5 working days and that the child's social worker is informed, where allocated
- **Follow set procedures** where an allegation is made against a member of staff or volunteer.
- **Share information with off-site providers**. Information on vulnerable pupils will be shared on a "need to know" basis with the DSLs at off-site providers, such as Abbey View.

Links with other policies

The 5 elements are:

- **Recruitment**. We check the suitability of staff and volunteers employed/tasked to work with children. Part three of KCSIE 2024 is followed in terms of process
- **CPD/Training**. Safeguarding training is an integral part of our whole school approach to wider staff training and curriculum planning. We ensure staff are aware of Safeguarding and Child Protection issues and confident in implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
 - The DSL and DDSL are County trained every two years.
 - The DSL gives very regular updates via a range of professional organisations, forums, (safeguarding weekly news) and additional training, including Prevent Awareness training and Mental Health as designated mental health lead for the school
 - "Whole school" is County trained every three years.
 - The trustee responsible for Child Protection is trained appropriately and her training is kept current.
 - A whole staff update occurs annually, in September, and at other times during the year when further updates are necessary. Copies of this policy and part one, Part Five



and Annex B of 'Keeping Children Safe in Education (DfE 2024)' are provided for all staff who confirm to indicate that they have read and understood the contents and their responsibilities

- All staff complete Prevent training every two years
- In this way all staff are provided with the relevant skills and knowledge to safeguard effectively, this includes the responsibility all staff have to provide a safe environment in which children can learn and be prepared to identify children who may benefit from Early Help.
- Where necessary, bespoke training will take place for staff who support specific pupils
- Board of Trustees update occurs annually-and at times when further updates are necessary.
- The training of new staff and trainees occurs when they join our school: where new staff are not present for the September INSET day completion of Safeguarding and Prevent on- line training are required within 5 working days of joining Chipping Campden School.
- All staff receive training on the impact of technology on increasing risks to children

11. Preventative safeguarding

- **Supporting children.** We equip children with the skills needed to keep them safe and ensure that children know there are adults in the school whom they can approach if they are worried. (See Policies on Anti-Bullying and anti-hate, E-Safety and Behaviour for Learning). The PSHE (Personal, Social, Health and Economic) (Life Learning) and Digital Literacy curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse. We support pupils who have been abused in accordance with his/her agreed Child Protection plan. The school uses the Graduated Pathway as an effective structure to support pupils and their families, engaging fully with the Early Help process. Well-being resources are made available to all students and National Online Safety provision is a key aspect of our preventative work.
- **Policy and practice.** All related policies to safeguarding children are kept updated and accessible to all stakeholders. We establish a safe environment in which children can learn and develop and where children feel secure, are encouraged to talk, and are listened to. Our School Values underpin all our policies.
- **Single Central Record.** This summarises all training and appropriate levels of checking relating to all staff working at Chipping Campden School. It is kept updated by the school's HR Manager.

In addition:

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

- The content of the curriculum.



- The school ethos which promotes a positive, supportive, and secure environment and gives all children a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable children in the school. The school will ensure that the child knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Adopting 'Pivotal approaches' to managing behaviour, acknowledging that trauma aware strategies are often the most productive and secure the most positive outcomes.
- Liaison with other agencies that support the child such as social services, Early Help and Families First, Child and Adult Mental Health Service, education welfare service and educational psychology service.

12. Recruitment, Selection, and Pre-employment Vetting: KCSIE 1.9.2024 Part 3 Safer Recruitment

The school will create a culture of safe recruitment, observing all aspects of Part 3 Keeping Children Safe in Education (DfE, 2024).

At every stage of recruitment, from advertisement to an offer of appointment, the school's commitment to safeguarding is made clear.

At least one member of an interviewing panel will be trained on Safe Recruitment. Safeguarding and recruitment are fully detailed in the Recruitment Policy

Chipping Campden School will inform shortlisted candidates that online searches will be carried out.

KCSIE 1.9.2024 Part 4 covers the management of allegations/ concerns in relation to adults in school and how they will be addressed. Please see separate school policy relating to how allegations and low-level concerns are managed.

13. Part 5 Keeping Children Safe in Education (DfE, 2024: Child on child sexual violence and sexual harassment

Part 5 of the KCSIE 2024 guidance will be referred to when managing reports of child-on-child sexual violence and sexual harassment.

Sexual violence or sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Chipping Campden School acknowledges that sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and will always be unacceptable. All victims will be re-assured that they are being taken seriously and that they will be supported and kept safe. Any reports will be brought to the attention of the DSL and thoroughly investigated. Students are taught about the SHARP system and the key adults they can speak to in school. All allegations are recorded in the vulnerable student log which is



accessed by the safeguarding lead team; both victim and perpetrators will be supported, and multi-agency partners consulted.

Please note that Ofsted's Review of Sexual Abuse in Schools and Colleges informs the school's response.

Staff at Chipping Campden School are expected to recognise the scale and impact of harassment and abuse, and that non-recognition/ downplaying the scale and scope would lead to a dangerous culture within the school. Chipping Campden School has a zero-tolerance approach and, in recognising that we need to be vigilant, policy and practice is reviewed at regular intervals. Staff training will address the fact that girls, SEND and LGBT children are, potentially, at greater risk and that boys are more likely to be perpetrators.

Staff will be expected to challenge inappropriate behaviours, adopting a zero-tolerance policy and being mindful of not dismissing or normalising sexual violence or harassment as banter. Staff understand that they need to respond to issues which are reported directly, referenced/ overheard, or evidenced through behavioural changes. Unsubstantiated, unfounded, false or malicious reports may be a cry for help or may require sanctioning. Record keeping will outline the reasons for the actions taken.

Pupils will be taught about consent and pornography to reduce the instances of potential abuse in intimate relationships between peers due to ignorance. This will build upon the KS2 (Key Stage 2) curriculum in an age-appropriate manner.

Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, but the children protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. School will support children who have witnessed sexual violence and do all it can to make sure that the victim and alleged perpetrator and any witnesses are not bullied or harassed.

14. Low Level concerns

Definition of low-level concerns

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

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

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns



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

We will create this culture by:

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

Responding to low-level concerns

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

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses
- The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

All staff must have read the school's Staff Code of Conduct as part of their annual safeguarding training.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely, and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school



Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or inferior performance

15. Further Information

Annex B of KCSIE 2024 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex, understand both the terms and that they have a duty to refer any concerns to the DSL or DDSL.

The DSL will consult the links within Annex B if issues surrounding any of the following are reported or additional advice and support is required.

Child abduction and community safety incidents

Children and the court system

County lines

Children missing from education

Children with a family member in prison

Child Criminal Exploitation CCS and Child Sexual Exploitation CSE (Child Sexual Exploitation)

Cybercrime

Domestic abuse

Modern slavery and the National Referral Mechanism

Homelessness

Mental Health

Preventing Radicalisation

Prevent Duty

Channel

Sexual violence and sexual harassment

Serious violence linked to county lines



Child on child abuse

'Honour' - based abuse

FGM: please note mandatory reporting duty for teachers

Forced Marriage

Additional advice and support

Other relevant information

- **Abuse of trust.** All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil may be a criminal offence, even if that pupil is over the age of consent.
- **Mental health/well-being** is addressed in the PSHE (Life Learning) programme, via the curriculum as appropriate and through the tutor programme and assemblies. Our offer of Early Help supports this. The school acknowledges the responsibility that we must be vigilant with regards to mental ill-health and exercise its safeguarding responsibilities accordingly. The DSL is also the Designated Lead for Mental Health within school, undertaking relevant training accordingly. Several members of staff have completed Mental Health First Aid Training and training by related organisations such as Samaritans.
- **Helping children to keep themselves safe.** Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) Life Learning programme and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with staff guidance, work out how risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Specific work is undertaken by Pastoral Year Leads to support self-care and pupils are collectively signposted to appropriate external support agencies via the school website.
- **Reasonable force**

All staff will endeavour to reduce the likelihood of being required to restrain a child by employing de-escalation, physical presence, standing in between pupils, blocking doorways, giving calm down time and space etc.. Senior Staff Call out should be used immediately in the



event of any member of staff noting the possibility of escalating behaviour. A team of staff in school are trained on positive handling

Reasonable force refers to using no more force than needed to prevent violence or injury. Any instance of the use of reasonable force will be recorded in writing and parents/ carers notified on the same day.

- **Site security**

Although we are an open site, the site is protected by security cameras and entrance to many areas around school are secured by code. Visitors to the school are asked to sign in and out and are given a badge which confirms they have permission to be on site. Individuals who have a red lanyard ARE NOT covered by DBS and should not be unaccompanied on site. Staff should challenge anyone with a red lanyard if they are unaccompanied. Green visitor lanyards indicate that DBS has been registered with the school and visitors can be unaccompanied on site.

Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. These are made available to all visitors.

All visitors will be required to verify their identity to the satisfaction of staff at front office when signing in. Visiting professionals will be required to show photo ID and evidence of satisfactory DBS; alternatively, written confirmation evidence from the organisation that they represent, indicating that the appropriate level of DBS is in place is also satisfactory.

- **Extended school and off-site arrangements.** Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations are commissioned by the school to provide services or activities on our site, we will check that they have appropriate procedures in place, including safe recruitment procedures. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.
- **Photography and images.** Most people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils, we will:
 - seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
 - seek parental consent
 - consider using only the pupil's first name with an image
 - ensure pupils are appropriately dressed
 - encourage pupils to tell us if they are worried about any photographs that are taken of them
 - consult the list of pupils whose photographs are not permitted to be circulated prior to publishing



- **Work Experience.** The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (DfE,2024).
- **Children staying with host families.** The school may plan for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in Keeping Children Safe in Education (DfE, 2024), Annex D to ensure that hosting arrangements are as safe as possible.
- **Multi Agency Public Protection Arrangements (MAPPA)**
Occasionally the school may need to be involved in the assessment and management of a high-risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there is a critical concern about violence against a child/young person.
The police, probation and prison service are the lead agencies, with other agencies including schools, having a statutory duty to cooperate. The DSL is the school's point of contact for MAPPA.
- **Multi Agency Risk Assessment Conference (MARAC)**
MARAC meetings are held fortnightly to discuss high level incidences of domestic abuse. The DSL is the school's point of contact for MARAC
- **Parental Responsibility**
Check with the DSL if you are unsure of the parental rights of any individual who makes a request for information. Do not pass on any information to a third party who is not listed as a contact on SIMS without checking with the DSL or deputy DSL.
- **Conflict between Parents: The School's role**
In practical terms parental responsibility means the power to make important decisions in relation to a child.

Parental Responsibility

- If both parents were married to each other at the time of the child's birth, both have Parental Responsibility enabling both equal input on all issues.
- Unmarried fathers currently do not have Parental Responsibility, unless the father has made a successful application to the court for a Parental Responsibility order, or he and the mother have entered into a Parental Responsibility agreement, or the father becomes registered as the father (i.e. his name appears on the birth certificate) on or after December 1st 2003.
- Assuming no court order restricting contact, the setting must communicate with both parents on all matters concerning the child, i.e. all information, correspondence, reports, notice of parents' evenings etc. must be duplicated.

The setting cannot accede to one parent's request to avoid all contact with other, without court order. Any queries regarding parental responsibility should be referred to the DSL.



Residence Orders

- Where a Residence Order is in force no person may cause the child to be known by a new surname.
- Neither parent can take or permit a third party to take a child out of the UK without the other parent's written consent (assuming he/she has parental responsibility). However, this does not prevent removal of a child from UK, for a period of less than one month, by the person in whose favour the Residence Order is made.

Trips

For day trips school/setting can rely on consent of the parent with whom child lives daily. LAC (Looked After Children) children may need consent from both the carer and the Local Authority they are registered with. Any queries should be referred to the DSL.

For residential trips, both parents' ought to give their consent although in practice one parent's consent is likely to be sufficient, although there may be reference in a Court Order to school trips and other extras and the other parents' consent may need to be obtained. Again, LAC children may need consent from both the carer and the Local Authority they are registered with. Any queries regarding parental consent for trips should be referred to the DSL.

16. The Child's Welfare

If the parent with day-to-day care makes complaint about other parent's behaviour affecting child's welfare (i.e., staying up too late etc.), the school will be reluctant to intervene and advise the parent with residential care to discuss the matter with the other parent. If the problem continues, the school may have no choice but to become involved. In such circumstances, the school has a legitimate interest to speak to both parents ensuring both are aware of the effect the behaviour outside education is having in the setting.

17. Private fostering

Any child/young person who indicates that they are not living at the home address provided on SIMS should be reported to the DSL for further investigation. The DSL will refer to the appropriate Children's Help Desk any child who is privately fostered. Private fostering is when someone other than a parent or close relative cares for a child under the age of 16 (or 18 if they are disabled) for over 28 days in agreement with the children's parents. Notification is a legal duty.

18. Looked After Children (LAC)

The most common reason for children becoming looked after is because of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL is the designated teacher (DT) for LAC and has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The Pastoral Year Lead will co-ordinate any day-to-day support for LAC children in their year group.



19. Post Looked After Children (PLAC)

PLAC refers to children who are no longer looked after by a Local Authority in England and Wales because they are the subject of an: Adoption Order, Special Guardianship Order, Child Arrangements Order. The DT's responsibility also extends to children adopted outside of England and Wales, including most internationally adopted children.

Further information about the new guidance can be found:

www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Further information about PLAC can be found:

www.gloucestershire.gov.uk/vschool/

Guidelines for self-protection of staff

PLEASE READ AND BE FAMILIAR WITH OUR GUIDELINES FOR SAFER WORKING PRACTICES as the points below are referred to in more detail.

Remember, in the case of an allegation against a staff member, one's career can be "on the line". Allegations must be taken seriously and can lead to suspension from duty pending investigation by the police or social services. Guidelines on procedure are published by association. Bear this in mind when considering the following advice.

1. In the event of any injury to a child, accidental or otherwise, ensure that it is recorded and witnessed by another adult, wherever possible, inform the Principal of any such incident immediately. The school accident form should be completed within 24 hours.
2. Keep records of any false allegations a child makes against you or other staff. This should include everything from: 'You're always picking on me' to 'you hit me' or comments such as 'don't touch me'. Use the record attached to this policy to keep dates and times. If it is too difficult to keep a record of every incident, keep a weekly summary.
3. Get another adult to witness the allegation, if possible. If you are in school or a residential setting, and the incident is serious, take the child to the Principal/ Centre lead and explain what happened. A record of that meeting should also be kept.
4. If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that another adult knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it. Do give firm guidelines on sexually inappropriate behaviour to the child. The relevant Pastoral Year Lead should be notified so that they can provide appropriate support for the child. Explain that the behaviour is not acceptable and could get the child into difficulty but be sure that you do not make the child feel guilty.
5. If you take children on journeys, always have two along. If it is an overnight trip, always check the rooms in pairs. Parents must give permission for staff to transport their son/daughter by signing the permission letter (see office for copies) or via email/ phone call to the school office.
6. Do not place yourself in a situation where you are spending excessive amounts of time alone with one child away from other people. If you tutor a pupil, ensure that the door to the room



- has a clear glass panel or is open. Tell another staff member if you are going to see a child on your own.
7. If you are in a residential setting, never, under any circumstances, take a child or children into your bedroom.
 8. Avoid travelling alone with a child, if possible. If a “chaperone” is not available, phone ahead to let parents know your intentions; consider putting the child on the back seat. Confirm time of arrival by phoning the school/ school contact if out of hours.
 9. Never do something of a personal nature for children that they can do themselves.
 10. Do not go into the toilet alone with children. Inform another staff member if it is necessary to do so.
 11. Be mindful of how and where you touch children and do not do so without a clear professional rationale for doing so.
 12. Be careful of extended hugs from children. This might be particularly relevant to those working with children with special needs. This guideline is important not only for our protection, but for the children as well.
 13. When taking children on an outing, think of how you appear to the public when dealing with the children.
 14. All members of staff should carry identification when on journeys with children.
 15. If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault. Follow the guidelines in the school’s behaviour management policy.
 16. Never keep suspicions to yourself of inappropriate behaviour or abuse by a colleague. If there is an attempted cover-up, you could be implicated by your silence. ‘Why didn’t s/he tell? Something to hide?’ (See **“Whistle Blowing”** in Safer Working Practices)
 17. Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.

Linked school Policies:

- Anti-Bullying and Anti-Hate
- Attendance
- Behaviour
- Complaints
- E-Safety
- Health & Safety
- PSHE
- Staff Conduct (see low level concerns) – Employee Handbook
- SEND

Appendices

1. **Cause for Concern referral**
2. **Process in the event of immediate risk of harm**
3. **Definitions and recognition of abuse**
4. **Early Help**
5. **Link to KCSIE 2024**



Appendix 1 - Causes for Concern Referral (if CPOMS not accessible)

Concern for _____ Tutor Group _____

PLEASE PASS THIS REFERRAL TO THE APPROPRIATE PASTORAL YEAR LEAD or **IF YOU THINK THE PUPIL IS AT IMMEDIATE RISK OF HARM TO DAN CLARKSON or in their absence a Designated Deputy** - Thank you.

Record of discussion



Action points from the meeting if required:

-
-
-
-
-

To do (following the recording of information):

Relevant staff informed

Information stored on CPOMs

Action points from the meeting completed

Has feedback been provided to the referrer: Yes No

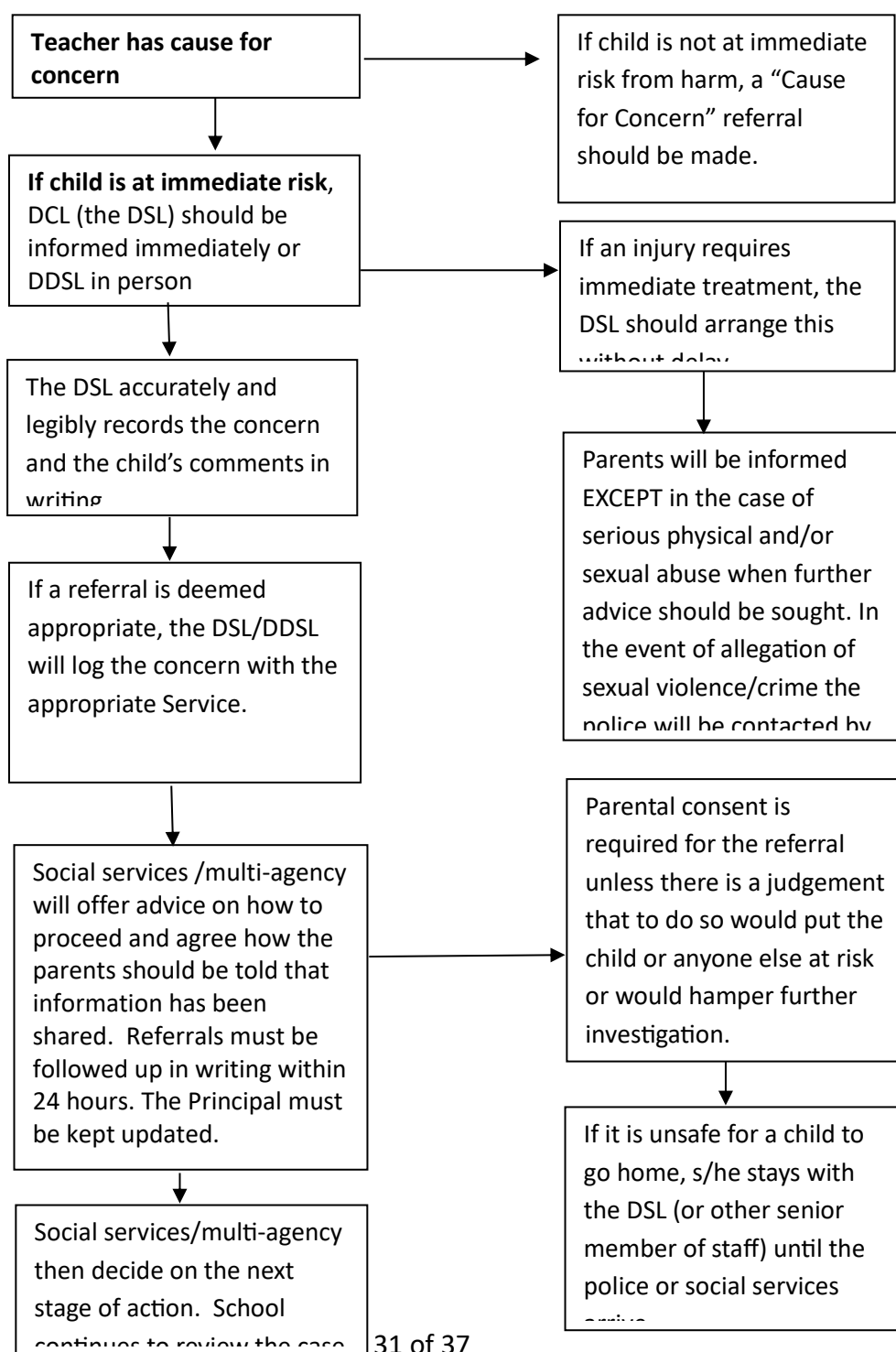


Appendix 2

Safeguarding Children Procedures – potentially the child is at immediate risk of harm

The DSL will ordinarily make referrals, but anyone can make a referral.

In the event of an emergency ring 999 and speak with the police.





Appendix 3

Definitions and recognition of abuse: in many cases, multiple issues overlap.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

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

Emotional Abuse

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

Neglect

Neglect 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.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:



- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who may be absent or missing in education.

All staff should be aware that children being absent from school or college, particularly repeated or prolonged may be because of varied safeguarding issues, which may include some form of abuse. All staff should be aware of the school's unauthorised absence procedures and missing in education protocol. All initial concerns should be referred to the appropriate DDSL and the Attendance Officer.



Appendix 4 - The Offer of Early Help

www.glofamiliesdirectory.org.uk

Pastoral Year Leads – DDSL – will generally lead on liaising with other agencies and setting up an inter-agency assessment. The DDSL and DSL will keep the case under review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Please note that Gloucestershire, Warwickshire and Worcestershire application processes vary.

Glofamilies directory provides a range of information and advice about the new Graduated Pathway of Early Help and support, launched in November 2016.

‘Early Help’ is an umbrella term that describes the work of many agencies engaged with children and families (NHS, schools, learning providers, voluntary sector, police, housing providers).

Early Help is defined as providing support for children, young people and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future. It is also about providing support at any and every stage of a child's life.

Children and families are entitled to Early Help when they need it. It may be provided through an increase in the levels of universal services, or services provided or commissioned in localities.

The offer of Early Help at Chipping Campden School summarises our preventative measures to support the well-being and safeguarding of our pupils and staff. To support the positive and timely responses to arising need, we work closely with the police, health professionals, social care and County led “early help hubs”. Because of our proximity to several counties, we are used to working successfully across county borders. When considering whether a child needs early help, the remit in relation to disability and specific additional needs includes certain health conditions, mental health needs, children who have a parent in prison, or are affected by parental offending, or are persistently missing from education, home or care.

WHOLE SCHOOL COMMITMENT

- The school will participate in surveys which will benefit effective outcomes for pupils, in line with its resources.
- The school takes the safe use of technology seriously. To stimulate on-going challenge, the “360 degree safe” e-safety audit tool is used annually. The school belongs to the National Online Safety programme.
- To support pupil safety and voice, the SHARP, confidential on-line reporting system is in place and easily accessed on the school website during term time. Signposting to other services is arranged during holidays.
- The Hive and Pastoral Year Lead system offer bespoke and small group support and interventions, including mentoring, anger management, bereavement counselling, life skills coaching and emotional support. Some pupils undertake supported study as a timetable adjustment agreed with the Vice Principal Curriculum.
- Each year group has a non-teaching Pastoral Year Lead to work with and provide support for pupils and their families.



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- To support the progress and well-being of potentially vulnerable pupils the Vice Principal, DSL oversees the spend and impact of Pupil Premium funding.



SUPPORT FOR STAFF

- Professional development:
- Whole school County-led safeguarding training every three years; statutory requirement. All staff training will be completed by the **end of September 2024**.
- Annual safeguarding update and in-year updates led by the Designated Safeguarding Lead (DSL), to raise staff awareness of statutory changes and social safeguarding threats. A safeguarding lead team was established in September 2016 which is led by the DSL
- Whole school “Prevent” training (raising awareness of and responding to the risks of radicalisation and extremism). All staff updated their training in September 2022/3 with the National College; all staff will complete Home Office Prevent training in 2022/3 and will renew with an appropriately selected provider in 2024.
- Key staff are made aware of all potentially vulnerable children, including those who are LAC, PLAC or privately fostered.
- Staff with specific responsibilities for any aspect of safeguarding (e.g. DSL, recruitment, mental health, counselling, life coaching, relevant aspects of the curriculum, autistic spectrum SEN, bereavement) receive training to ensure quality provision and understanding of the national agenda.
- All staff have access to counselling, should the need arise and access to the support provided by the school’s well-being group.

CURRICULUM and responding to safeguarding threats

- We realise that supporting good mental health is essential to the well-being of staff and pupils. Coping with stress and understanding the outcomes of anxiety is supported by the PSHE curriculum, assemblies, GHLL (Gloucestershire Healthy Living and Learning) input (Gloucester Healthy Living and Learning) and learning and support opportunities in The Hive.
- Staying safe when using technology is supported by CEOPs (Child Exploitation and Online Protection) learning opportunities in year 7, 8 and 9, the computing curriculum, assembly themes and taking part in national themed events.
- A themed approach to assemblies raises pupil awareness of the risks of radicalisation: impact of extreme views in the context of British values: assembly themes: RP curriculum.
- The importance of healthy relationships is specifically supported by the PSHE curriculum and specifically by “Give and Get” a county resource addressing the themes of respect and consent and “Chelsea’s Choice”, a county funded drama focusing on teenage relationship abuse and child sexual exploitation.
- The Life Learning curriculum is given priority by collapsing the timetable for two lessons on seven occasions each year, also addressing the RSHE (Relationships Sex & Health Education) requirements which are statutory from September 2020
- The Hive support
- All students have access to SHARP, a confidential, online reporting system during term time.
- Accessing help and support information is detailed in tutor programmes in assemblies and via online signposting.
- School nurse drop in service.
- Support for improving attendance.
- A full programme of primary liaison and transition support.
- Access to confidential counselling.
- Access to a Learning Mentor in The Hive



- Online learning: bespoke access for highlighted individuals, especially those supported by Hospital Services.
- Bereavement support.
- Pupil Premium: funded indirect and direct support for identified individuals and groups.
- My Plan and the Graduated Pathway.
- Access to Life Space mentoring in year 7 and 8 for pupils referred to the DSL.

PARENTAL SUPPORT

- We aim to work closely with parents and carers
- Our website has a bespoke area addressing E-safety support, for example
- We offer annual Parents' Information evenings
- The school welcomes on-going and open communication. It seeks the opinions of parents throughout the year.
- Pastoral staff are dedicated to home-school communication
- Transition evenings support key milestone points in the child's education: key stages 3, 4 and 5.
- The Graduated Pathway will include liaison with parents.
- Parents have, when appropriate, attended joint counselling sessions with their children.

Appendix 5

Link to KCSIE 2024:

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

All staff must read part 1, part 5, and Annex B as a minimum requirement.