Learning together, sharing together and achieving together.

Safeguarding and Child Protection Policy

The welfare and safety of children who attend our school is our paramount concern. Everyone who comes into contact with children and their families have a role to play in safeguarding children.

Role	Name	Contact Details
Designated Safeguarding Lead	Gillian Messenger	gmessenger@rodborough.gloucs.sch.uk
Deputy Designated Safeguarding Leads	Katie Callaghan-Wright Helen Redpath	kcwhead@rodborough.gloucs.sch.uk hredpath@rodborough.gloucs.sch.uk
Designated Governor for Safeguarding & Child Protection	Clive Pemberton	cpemberton@rodborough.gloucs.sch.uk
Senior Mental Health Lead	Katie Callaghan-Wright	kcwhead@rodborough.gloucs.sch.uk
Designated teacher for Looked After Children	Gillian Messenger	gmessenger@rodborough.gloucs.sch.uk
Online safety lead	Mark Dando	admin@rodborough.gloucs.sch.uk
LA Child Protection Contact/LADO		https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/lado-allegations
MASH (Multi Agency Safeguarding Hub)		01452 426565
Emergency Duty Team (Children's Social Care)		01452 614194
Professional Advice Line		01452 427070

If you believe a child is at immediate risk of significant harm or injury, you must call the Police on 999.

We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The school understands the legal responsibilities and working together in partnership with other agencies to help children to grow up in a healthy and safe environment. Children, staff and Governors of Rodborough Community Primary School believe that effective safeguarding of children is essential. We want to keep all children safe from harm and Ensure that their well-being and welfare is a priority throughout the school day and life.

Definition of Safeguarding

Safeguarding children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment both inside and outside the home and including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The term safeguarding children covers a range of measures including child protection procedures. It encompasses a whole school preventative approach to keeping children safe that incorporates children's health and safety; school behaviour management and preventing child on child abuse; supporting children with medical conditions; relationships, sex and health education; personal, social, health and economic education; providing first aid and site security considering the local context. Any safeguarding concerns and/or disclosures of abuse relating to a child in our school, is within the scope of this policy, even if the concern is from outside of school or online.

NB: Definition: Children includes everyone under the age of 18 years of age.

How we support children as part of our safeguarding duties

- Staff determine how best to build trusted relationships with children which facilitate open communication.
- A culture of listening is in place where children can express their views and give feedback throughout the year.
- Our Behaviour Policy has high profile in school, with children working to write their Class Charters at the beginning of Autumn 1 and reviewed again in Spring 2. These are referred back to regularly and these behaviour values also underpin our Team Points reward system, school Values and ethos as a UNCRC Rights Respecting school.
- My Concern enables SLT and Safeguarding Team to have a coordinated approach to safeguarding and ensures that all DSL/DDSLs are fully informed about all concerns and actions. The DSL/DDSLs regularly discuss strategy and individual cases and update practices.
- Our curriculum promotes SMSC and PSED.
- We have a progressive PSHE and RSE curriculum.
- A key element of our Computing curriculum is online safety.

Staff responsibilities

All staff in our school consider, at all times, what is in the best interests of children. To achieve this, they will:

- Have an awareness of the Safeguarding & Child Protection Policy, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL/DDSLs.
- Staff have the opportunity to contribute to the review of this policy.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL/DDSLs is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the GSCP and take account of guidance issued by the DfE KCSiE 2026 Part One.
- All staff will read and understand Keeping Children Safe in Education 2026 Part One. Supplementary guidance and information will be expected to be read throughout the year where updates are made. If staff join mid-year, this is part of the induction pack.
- Staff will undertake training regularly, including updates and 'quizzes' as refreshers.
- Support children in line with their child protection plan, child in need plan, LAC Care Plan.
- Deal with a disclosure of abuse from a child and treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL/DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Ensure they know who the DSL/DDSLs are and know how to contact them.

It is the responsibility of the Headteacher and governors to ensure all of the following:

- that the governing body adopts appropriate policies and procedures to safeguard children in the school;
- that these policies are implemented by all staff;
- that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

Designated Safeguarding Lead:

The DSL is Mrs. Messenger and the two Deputy Designated Safeguarding Leads are: Mrs. Callaghan-Wright and Miss Redpath. The DSL is guided by two principles:

- In accordance with the Children's Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.

The key roles of the Designated Safeguarding Lead include:

- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matters of safety and safeguarding;
- Undertake training;
- Raise awareness of safeguarding and child protection amongst the staff and parents; and
- Ensure that child protection information is transferred to the pupil's new school
- Be aware of pupils who have a social worker
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- Keep training up to date.

During term time the Designated Safeguarding Lead will always be available during school hours for staff in the school to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours activities in line with the guidance contained in the DfE KCSiE 2026.

Early Help/ Family Help Offer

Our Early Help Offer identifies the need to help our children and families as soon as issues start to emerge, or when there is a strong likelihood that problems will develop in the future. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other external professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;

- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Record keeping

All safeguarding information is stored either in the secure DSL drive on the school system or on My Concern. This may include:

- A referral to MASH/Children's Social Care
- Professional notes for any child open to social care
- Child disclosures
- Staff disclosures
- Allegations

School will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care immediately. Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support action taken by staff. The DSL regularly reviews information recorded on My Concern and ensure that appropriate actions have been taken to follow up.

The records may be 'open' or 'filed' i.e. a child is no longer LAC, subject to a child protection plan and this level of activity is selected on the My Concern record. Records can also be listed as a priority or a level of risk: L/M/H allocated. If future concerns arise, their status can be changed and documented.

The Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their safeguarding file is transferred to the new school at the same time the child goes on roll of its new school or education provision.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance 'What to do if you're worried a child is being abused'.

Responding to concerns/disclosures are raised

Flowcharts by GSCP setting out the required procedure for staff to follow when there is a safeguarding concern are displayed in school.

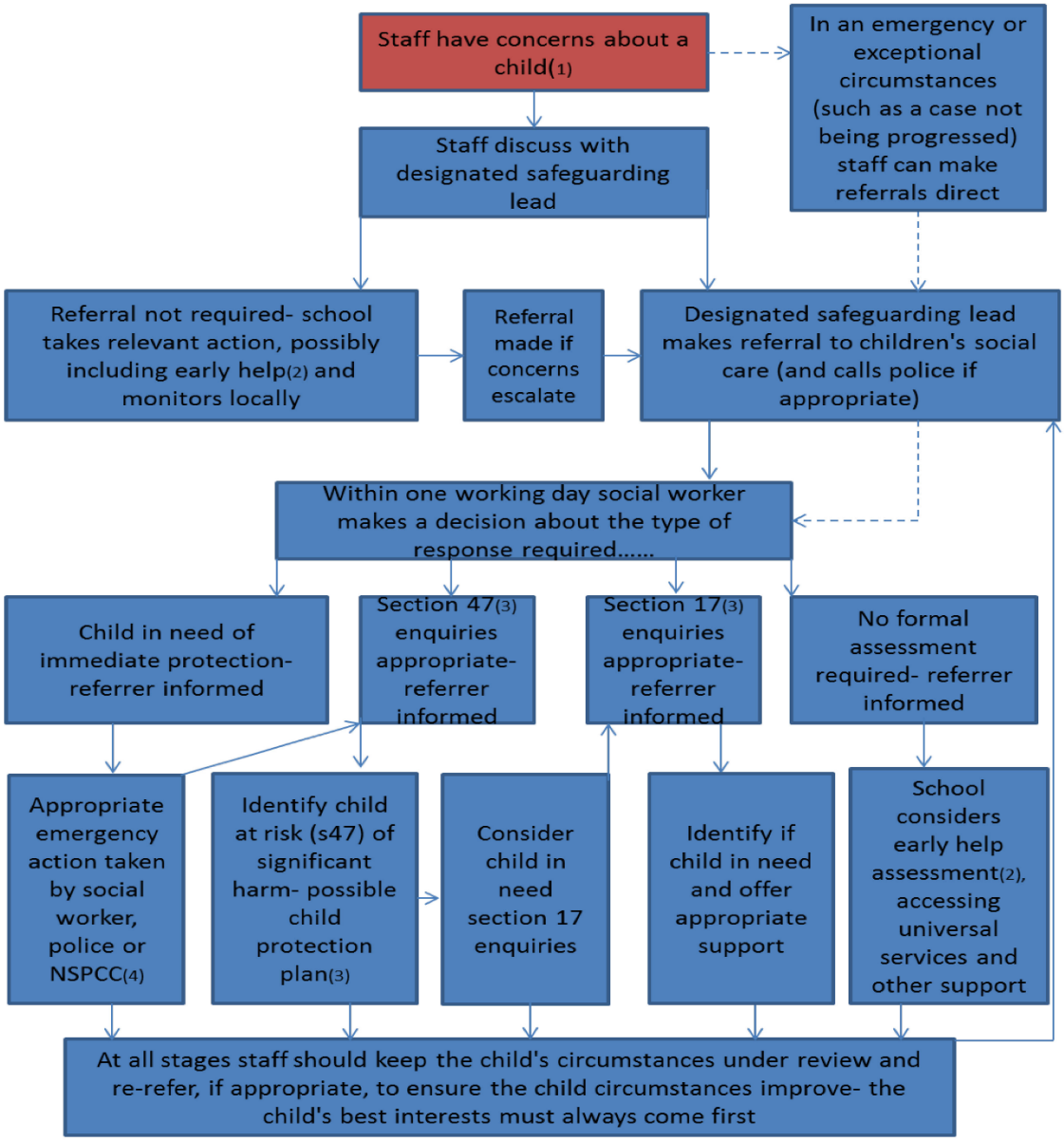
Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are social Care, Police or the NSPCC. Staff must not take photos of any injuries, take notes while the child is speaking or ask them to write an account. They must not postpone or delay when a child can talk. They must not promise to keep the information confidential and must not contact the potential abuser.

(1) In cases which also involve an allegation of abuse against a staff member.
(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 coordinated 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) 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. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of Working together to safeguard children.

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

Actions when there are concerns about a child



Reporting concerns

All staff have access to My Concern to record concerns. Any concerns about a child will be recorded as soon as possible. All records will provide a factual and evidence-based account and there will be accurate recording of any actions.

Information sharing and consent

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the UK GDPR and Data Protection Act 2018 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Good Practice note:

- Whilst it is good practice to share with families your intention to make a referral to Children's Social Care about their child's welfare, it is not a prerequisite.
- In some circumstances you should not inform the family about the referral. For example: where evidence of abuse is likely to be removed or where a child will be placed at increased risk when parents have this knowledge.
- Children's Social Care will accept a referral about a child regardless of whether consent has been given.
- Children's Social Care will firstly assess the child to see if the child is in need (Section 17, Children Act 2004) of a service and or needs protection (Section 47, Children Act 2004).
- Information must be collected from agencies who know the child for these decisions to be made and consent is not required for this activity. These are statutory requirements under the Children Act and thus covered by the Data Protection Act 1998, Schedules 2 and 3.
- Consent is needed for a service to be offered. So, where a child is clearly a "child in need" of a service then the first action for Children's Social Care must be to obtain consent, unless of course it has been obtained earlier in the process.
- When a child is assessed as in need of protection then consent to share information between agencies remains desirable but is not essential. The safety of the child is paramount.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead should be considering the context between within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that school provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

The school is ensuring a raised awareness of key safeguarding issues, including:

- Child Sexual Exploitation – CSE
- Radicalisation and Extremism
- Criminal Child Exploitation – CCE
- Serious Youth Violence – County Lines
- Human Trafficking
- Sexual Violence and Sexually Harmful Behaviour

Specific forms of abuse and safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on its website **www.nspcc.org.uk** Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

Bullying including online-bullying and prejudice-based bullying. Please also see our anti-bullying and hate policy.

Children Missing Education (CME) and children who are absent from education: knowing where children are during school hours is an extremely important aspect of Safeguarding. All staff should be aware that children absent, particularly repeatedly, can act as a vital warning sign or a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The designated teacher will discuss any unauthorised/unexplained absence for any looked after child/previously looked after child, when required with the virtual school/social worker.

The school recognises that poor attendance, persistent absence and severe absence may be indicators of abuse, neglect, exploitation or wider safeguarding concerns and will be considered as part of safeguarding decision-making.

Child on Child Abuse: See Behaviour Policy
The school recognises that child-on-child abuse can occur both inside and outside school, online and offline, and may cause significant harm. All concerns will be taken seriously and managed through safeguarding procedures. We also recognise that harmful attitudes and behaviours linked to misogyny may contribute to child-on-child abuse, sexual harassment and sexual violence. These issues will be addressed through safeguarding procedures, curriculum content and behaviour systems.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Criminal exploitation, including County Lines: CCE is where an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
Domestic Abuse: The definition of Domestic Abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. Domestic abuse can encompass a wide range of behaviours and may be a

single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and /or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. DSL's have completed Operation Encompass training and receive notifications.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Some of the possible indicators could include: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a longer, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Female genital mutilation (FGM): The practice is illegal in the UK. The serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow our school safeguarding procedure.

Honour Based violence/abuse: So-called 'honour based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Looked after Children/Previously looked after: The designated safeguarding lead must ensure they have the information needed in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her must also be known. The designated safeguarding lead should also have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school system.

The school recognises that children who currently have, or have previously had, a social worker are at increased risk of poor educational outcomes and safeguarding concerns. The DSL will work with relevant agencies and school staff to promote attendance, engagement, achievement and wellbeing.

Mental Health: All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Staff know that they should refer any concerns about a child's mental health to the DSLs, through My Concern. The SENCo teacher will support making referrals to outside agencies and liaising with parents, as necessary. Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within school will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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. Some of the possible indicators could include: Being constantly hungry, constantly tired; have a poor state of clothing; emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Private fostering: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under the age of 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable groups who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Preventing radicalisation: Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguard Lead. Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should

use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a Prevent referral. The Designated Safeguard Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We are committed to ensuring the out pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi- agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages.

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Some of the possible indicators could include:
Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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. The sexual abuse of children by other children is a specific safeguarding issue in education. Some of the possible indicators could include: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

Sexual Harassment and sexual violence: Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made often quickly and under pressure. The DfE has published detailed advice to support schools (please refer to guidance Sexual violence and sexual harassment between children in schools and colleges 2021) When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Staff should report incidents of sexting, following our safeguarding reporting procedures.

Upskirting: The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. 'Upskirting' is where someone take a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without

underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Equality

Some children may have an increased risk of abuse either online or offline. Through our PSHE, SMSC and fundamental British values learning, we show commitment to anti-discriminatory practice, recognising children's diverse circumstances. This may include: bilingual learners, young carers, children who experience discrimination due to their race, ethnicity or religion, children who are lesbian, gay or bisexual (LGB) and children who are questioning their gender (This is not an exhaustive list.)

Children with special educational needs and disabilities

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. This Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Being more prone to peer group isolation that other children;
- Children with SEN and disabilities can be disproportionally impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

At Rodborough, we identify pupils who might need more support to be kept safe or to keep themselves safe.

'Reasonable force'

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the document 'Use of Reasonable Force' (DfE July 2013). The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than in needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, Rodborough will consider the risks and draw up individual behaviour plans for more vulnerable children which can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Online Safety

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing body should ensure appropriate filters and appropriate monitoring systems are in place. Whilst it is essential that appropriate filters and monitoring systems are in place, we must be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Children are not allowed to use their own devices within school time with the exception of pre-agreed classroom golden time where pupils are able to

bring home devices into school. However, access to sites are filtered within our Rodborough Guest WiFi log on. We will promote the benefits of modern technology to aid learning but we also are aware of the dangers that can be encountered by pupils when accessing the internet or using technology.
The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised in to some key areas:
Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism. Content risks may also include exposure to illegal, inappropriate or harmful content including pornography, misinformation, disinformation, conspiracy theories, racism, misogyny, self-harm content, online hate, radicalisation and extremism.
Contact: being subjected to harmful online interaction with other users; for example: 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: online behaviour that increases the likelihood or, or causes, harm: for example, 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. If you feel pupils or staff are at risk, please report it to the Anti-Phishing Working

It also includes deep-fakes: advances in artificial intelligence (AI) may create additional safeguarding risks. These may include AI-generated harmful content, manipulated or "deepfake" images, misinformation, disinformation and inappropriate interactions with AI tools. Concerns involving AI-generated content will be managed in accordance with the school's safeguarding procedures.

In an age-appropriate way and in upper key stage 2, children will be taught about online grooming and financially motivated sexual extortion (sometimes known as sextortion), including how perpetrators may coerce children into sharing images online and then use threats, intimidation or demands for money. They will be taught how to seek immediate help and report concerns.

Online safety concerns may also be considered alongside wider safeguarding information, including information received through Operation Encompass.

Filtering and monitoring
School receives filtering and monitoring emails from RM Safety when an alert is triggered. The DSL/DDSLs then login to see details and take any necessary action. Termly tests take place to check the filtering and monitoring of our online systems. The effectiveness of filtering and monitoring systems will also be formally reviewed and documented at least annually by the member of the senior leadership team responsible for filtering and monitoring, supported by the DSL and IT support provider.
The governing body receives regular assurance that filtering and monitoring systems are effective, proportionate and reviewed. Safeguarding and filtering reports are considered by governors as part of their oversight of online safety.

Staff Recruitment **(**see separate Safer Recruitment Policy)
The person chosen as lead for safeguarding matters needs to have regular training and development opportunities so their skill and competence level remains high. They must also attend multi-agency training so that our school maintains effective working relationships with all other agencies. All adults in the school receive regular training (at least annually) to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board.

We will do all we can to ensure that all those working with children in our school are suitable to do so. Recruitment, selection, pre-employment vetting, DBS checks *(Enhanced or Enhanced with barred list check)* and overseas checks are carried out thoroughly as well as verifying professional qualifications, as appropriate. Once the DBS checks are complete, the DBS will send a certificate to the applicant. The applicant must show the original DBS certificate to school before they take up the post or as soon as practicable afterwards.

In addition to obtaining the DBS Certificates, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Teacher Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children homes in England. We follow the Safer Recruitment guidance set out in 'Keeping Children Safe in Education (DfE 2026).

Rodborough Primary School Governors are required to have an enhanced criminal records certificate from the DBS. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
A person will be considered to be engaging in regulated activity if, as a result of their work, they:

- Will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children, or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check will be appropriate. In addition to obtaining any DBS certificate, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Volunteer Risk Assessments

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal case on a one-off basis will be in regulated activity. The school should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. All volunteers will require a risk assessment to decide whether an enhanced DBS check is to be carried out. If it is decided to proceed with an enhanced DBS request, if the volunteer is NOT in regulated activity, then it is not legally allowed to conduct a barred list check. The school will undertake the risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so, it should be considered;

- The nature of the work with children;
- What the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- Whether the role is eligible for an enhanced DBS check, and details of the risk assessment should be recorded.

Allegations against staff

At Rodborough we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should go to the Chair of governors who can be contacted via email.

A concern about a member of staff or volunteer working with children could amount to:

- a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- Behaved in a way that indicates they may not be suitable to work with children.

The concern must first be reported to the most senior member of school staff available, who is not implicated in the allegation. It is the responsibility of that senior member of staff to inform the Headteacher or, in the case of the allegation being against the Headteacher, the Chair of the Governing Body as soon as is possible and to follow the instructions given below. Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held. Include where the concern came from and brief details only.

Before any investigation takes place, the matter must always be referred to the LADO and advice sought as to the appropriate course of action. The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues. If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and the Headteacher or Chair of Governors will be invited. This might result in a criminal investigation, a Social Care investigation or and/or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within the school if necessary.

If it is felt, after the Initial Discussion with the LADO and any subsequent investigations, that a further enquiry is needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the LADO on these matters, and comply with national and locally agreed guidance.

Further meetings might be required and these will be convened by the LADO with the input of the Headteacher or Chair of Governors, at all times. Further info DfE Document Keeping Children Safe in Education 2026.

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 that such concerns will be taken seriously by the senior leadership team. If staff members have concerns about another staff member then this should be referred to the headteacher. Where there are concerns about the headteacher this should be referred to the chair of governors. In the event of allegations of abuse being made against the headteacher, allegations should be reported directly to the designated officer at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Details of the Local Authority Designated Lead can be found in section 21 of this policy.

School has a low-level concerns policy which is followed for those concerns that are raised but do not reach a threshold for LADO involvement.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing policy. A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 028 0285 – line is available from 8.00am to 8.00pm Monday to Friday and Email help@nspcc.org.uk NSPCC Website https://www.nspcc.org.uk/what-we-do/news-opinion/new-whistleblowing-advice-line-professionals/

This policy draws on guidance for schools set out in: Keeping Children Safe in Education DFE 2026 and Working Together to Safeguard Children 2026
https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf and https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
EYFS framework
https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf
Prevent Duty https://www.gov.uk/government/publications/prevent-duty-guidance
Operation Encompass https://www.operationencompass.org/
Escalation Process https://gloucestershirescp.trixonline.co.uk/chapter/escalation-policy

Date reviewed: October 2026
Next review: October 2027

Learning together, sharing together and achieving together.

Safeguarding and Child Protection

'Safeguarding' is:

- Protecting children from maltreatment
- Preventing impairment of health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best possible outcomes

'Child Protection' is:

- A part of safeguarding and promoting welfare
- Refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm

The welfare and safety of children who attend our school is our paramount concern. All adults in our school share responsibility for keeping our children safe.

The school has a Safeguarding Policy, date September 2026 which all staff have been given a hard copy and is also available from the school office, or can be found on the school website. The Policy includes procedures and contacts.

If you have any concerns about the safety of a child you should immediately inform the school's Designated Child Protection Officer/s (DSL) who is
Mrs. Messenger (Deputy Head Teacher)
Or one of the Deputy Designated Safeguarding Leads (DDSLs) who are Mrs. Callaghan-Wright (Head)
And Miss Redpath (SENCo)