

POLICY: Safeguarding & Child Protection

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Member of staff responsible for the policy:	Beth Warren
Dissemination of the policy:	Management Committee, staff, website

Safeguarding is EVERYONE's responsibility at GHES

Everyone at Gloucestershire Hospital Education Service (GHES) fully recognises their responsibility, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who may be suffering harm. We also recognise the importance of being child-centred and ensuring the best interests of the child are paramount.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' DfE 2018, and 'Keeping Children Safe In Education' (KCSIE), DfE guidance September 2025.

This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Partnership (GSCP). <https://www.goucestershire.gov.uk/gscp>

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Local Authority Safeguarding MASH contact numbers and emails

During Office Hours (9am to 5pm)

Telephone: 01452 426565 (option 1) Urgent Concerns

Contact email: childrenshelpdesk@gloucestershire.gov.uk

Out of Office Hours [Emergency Duty Team] (5pm to 9am) 01452 614194

Practitioner advice line: (Also known as The Front Door) 01452 426565 (option 3)

For a concern that is non-urgent that you wish to have a conversation about and next steps with a community social worker, email:

mashearlyhelp@gloucestershire.gov.uk

The Role of the LADO & The Allegations Management Process

[The Role of the LADO & The Allegations Management process | Gloucestershire County Council](#)

If you believe that the incident, allegation or concern appears to meet the criteria for Allegation Management involvement, then the Allegation Management Service must be contacted immediately at:

Email: amadmin@gloucestershire.gov.uk

Phone: 01452 426994



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SECTION.1: PURPOSE, OVERVIEW and DEFINITIONS

1.1 Purpose of the Policy

The purpose of this policy is to

- ensure **all GHES stakeholders** know the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure GHES contributes to assessments of need and support packages for those children
- develop a structured procedure within GHES, which will be followed by all members of the school community in cases of suspected abuse, and is based upon good levels of communication
- promote effective liaison with other agencies in order to work together for the protection of all pupils
- ensure that all staff working within GHES who by the very virtue of GHES being a school have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, a prohibition check where relevant (according to guidance) an overseas check where appropriate and a Single Central Record (SCR) is kept for audit
- support pupils' development in ways which will foster security, confidence and independence
- integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and e-safety.

1.2 Overview

There are three main elements to GHES's safeguarding policy:

1. PREVENTION (positive and safe school environment, careful and vigilant teaching, a wellbeing curriculum equipping pupils with tools to keep themselves safe and understand risk, accessible pastoral care, support to pupils, good adult role models).
2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. SUPPORT (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Everyone at GHES recognises the fact that they do not operate in isolation. We are a team and support each other in safeguarding and child protection issues. We constantly reflect and re-evaluate our actions and if there is anything more that we could do. Our service mantra is 'compassion and challenge' and we are empowered to challenge each other in a compassionate manner. Safeguarding is the responsibility of all

adults and especially those working or volunteering with children. GHES aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures set out in this policy.

1.3 Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 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.

Children includes everyone under the age of 18.

For the purposes of this policy, "**consent**" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, "**sexual violence**" refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- sexual “jokes” and taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature
- online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- nude or semi-nude sexual posing
- a child touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting a child sexually
- sexual activity that involves animals.



Section 2. Statutory Framework

In order to safeguard and promote the welfare of children, GHES will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Gloucestershire Safeguarding Children Executive (Inter-agency Child Protection and Safeguarding Children Procedures) (Electronic – live online – <https://www.goucestershire.gov.uk/gscp>)
- Keeping Children Safe in Education (KCSIE): statutory guidance for schools and colleges (DfE guidance September 2025)
- Working Together to Safeguard Children (DfE Dec 2023)
- Child Sexual Exploitation (Definition and a guide for practitioners, local leaders and decision makers working to protect children from Child Sexual Exploitation (February 2017)

Working Together to Safeguard Children (DfE Dec 2023) requires all schools and PRUs to follow the procedures for protecting children from abuse which are established by the GSCP. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

KCSIE Sept 2025 places the following responsibilities on all schools:

- school and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating
- **all staff have responsibility to provide a safe environment in which children can learn**
- all staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk
- **all staff** should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as the problem emerges at any point in a child's life, from the foundation years through to teenage years
- any staff member who has a concern about a child's welfare should follow the referral processes set out in this policy and in KCSIE Sept 2025 Para 57-65. Staff should expect to support social workers and other agencies following any referral
- **every school** should have a Designated Safeguarding Lead (DSL), who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care

- the DSL (and any deputy DDSLs are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns)
- the Teaching Standards 2012 state that teachers (which include Head of Services) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

KCSIE Sept 2025 also states:

ALL staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the Child Protection Policy; the Behaviour Policy (at GHES this is our Relationship's Policy); the Staff Behaviour Policy (sometimes called the Code of Conduct); the safeguarding response to children who go missing from education and the role of the Designated Safeguarding Leaders and deputies. Copies of policies and a copy of Part One of KCSIE September 2025 and Annex B should be provided to staff at induction.



SECTION.3: GHES COMMITMENT TO EQUALITY

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

3.1 Safeguarding specific vulnerable groups

Any child at GHES may benefit from Early Help (Early Help - Refer to Appendix 3: Early Help). However, every member of staff is expected to be particularly alert to the potential need for Early Help for any child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines or serious violence
- is frequently missing/goes missing from education, care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from school
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse (including when they see, hear or experience its effects)
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day.
- Is deliberately missing education
- Is at risk of consensual and non-consensual sharing or nude and semi-nude images and/or videos

GHES recognises that some groups of pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision, pastoral or academic support.

Home-educated children (EHE)

Parents may choose Elective Home Education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll and/or when a referral is received for a child that is being EHE.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Child in Care (CiC) and Post Looked After Children (PLAC)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order
- contact arrangements with parents or those with parental responsibility
- care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ or gender questioning is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.



SECTION.4: ROLES AND RESPONSIBILITIES

4.1 GHES Safeguarding Responsibilities

GHES has a child centred and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

KCSIE 2025 Annex B contains important additional information about these specific forms of abuse and safeguarding issues. All staff who work directly with children at GHES have to read this annex on an annual basis.



4.2 Designated Safeguarding Lead (DSL)

At GHES, the Designated Safeguarding Lead (DSL) is a senior member of staff from the School Leadership Team (SLT).

The DSL takes lead responsibility for safeguarding and child protection, and this cannot be delegated. Any deputies (DDSL) must be trained to the same standard as the DSL. Activities may be delegated to DDSLs but overall lead responsibility remains with the DSL. (KCSIE Sept 2025)

The following role description has been created alongside Annex C: role of the designated safeguarding lead, KCSIE Sept 2025.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required.

The DSL at GHES is the Head of Service. Therefore it is the role of the Head of Service to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. This falls to the Chair of the Management Committee where the allegation is against the Head of Service.

Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA)
- liaise with the Head of Service or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four of KCSIE September 2025) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff

- ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- promote supportive engagement with parents and/or carers in safeguarding and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours
- liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary. Acting as Lead Professional as appropriate
- ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own roles, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:

- recognise how to identify signs of abuse and when to make a referral
- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff through the induction process (within 7 days for new staff)
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- as part of all staff members inductions, conduct safeguarding training that includes the following systems:
 - The Child Protection Policy
 - The Behavioural Policy
 - The Staff Code of Conduct
 - The Children Missing Education Policy
 - Details of their role, including theirs and any deputy DSLs, identities and contact details.

Raise Awareness

The Designated Safeguarding Lead should:

- act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them and acting as source of support, advice and expertise within GHES
- ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)
- ensure the school or college's child protection policies are known, understood and used appropriately
- ensure GHES's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Management Committee regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of GHES in this
- link with the Gloucestershire Children's Safeguarding Partnership (GSCP) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and GHES's leadership team. Ensuring that GHES staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file and information sharing

When children leave GHES, we ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. GHES has a number of trained DDSLs in order that, as a peripatetic service, there is always someone available in the event that they are needed for advice or to support a member of staff.

It is the responsibility of the DSL and senior leadership team to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. GHES ensures that there is a member of the safeguarding team available by phone out of normal school hours if an activity is taking place.

General Duties

- to undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- to ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Executive (GSCP) is completed annually and returned by deadline and reviewed regularly

4.3 The GHES Management Committee

GHES has a nominated safeguarding Management Committee member who takes the lead responsibility for the Management Committee and works closely with the DSL on safeguarding issues. In this case the designated person is Meg Dawson. Meg's working role is Headteacher and DSL of Cashes Green Primary School.

The responsibilities of the Management Committee in relation to safeguarding are outlined in KCSIE Sept 2025 and Ofsted Inspecting safeguarding in early years, education and skills settings.

At GHES, the Management Committee plays a crucial role in that it must ensure that GHES and the Management Committee comply with their statutory duties under legislation. They must also have regard to

this policy and procedures to ensure that the policies, procedures and training at GHES are effective and comply with the law at all times.

The responsibilities placed on the Management Committee include:

- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that an effective Child Protection Policy is in place, together with a Staff Behaviour Policy & Code of Conduct
- appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- making sure that children and young people are taught about how to keep themselves safe
- contributing to inter-agency working, which includes providing a coordinated offer of Early Help when additional needs of children are identified
- ensuring that GHES operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- ensuring that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensuring that the DSL and DDSLs have Designated Safeguarding Lead (DSL) responsibility
- Ensure that all members of the Management Committee receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly ensuring that any weaknesses in Child Protection are remedied immediately
- ensuring that a member of the Management Committee, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of Service
- ensuring that Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means
- ensuring that the Management Committee considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Relationships Education (for primary pupils) and Relationships and Sex education (for all secondary pupils) and Health Education (for all pupils)
- ensuring that an enhanced DBS check is in place for all Management Committee members
- ensuring that the DSLs who are involved in recruitment and at least one member of the Management Committee will also complete Safer Recruitment training to be renewed every 5 years
- ensuring that all members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the GHES safeguarding statement so that they know who to discuss a concern with
- ensuring that all members of staff are trained in e-safety and how to report concerns and receive regular updates through CPD or school based training
- ensuring that all other staff and Management Committee members, have Child Protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse



- ensuring that all members of staff, including supply staff, volunteers, and Management Committee know how to respond to a pupil who discloses abuse through delivery of the Safeguarding Induction pack
- ensuring that all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the GHES's Child Protection Policy and Procedures, on the school website
- ensuring that the Management Committee will ensure that Child Protection type concerns or allegations against adults working in the school are referred to the **Local Authority Designated Officer (LADO)**
- ensuring that GHES's procedures are regularly reviewed and up-dated
- ensuring that the name of the designated members of staff for Child Protection, the DSL and DDSLs, will be clearly advertised with GHES, with a statement explaining the GHES's role in referring and monitoring cases of suspected abuse
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

4.4 Staff

All Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour. Staff should be child-centred in their approach and at all times think what is in the best interests of the child. Everyone plays a vital role in ensuring that all children are safe at GHES. It is expected that all staff, supply staff and volunteers understand and fulfil their responsibilities, and will be fully committed to the points below.

All must read on an annual basis, and adhere to:

- The GHES Child Protection Policy and Procedures (this document)
- 'Keeping Children Safe in Education: information for all school and college staff' (DfE September 2025) Part One and Annex B
- 'Guidance for Safer Working Practice for Adults who work with Children and Young People' April 2020

All staff are expected to:

- be able to identify signs and symptoms of abuse
- be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime
- understand the role of the DSL
- be able to identify children in need of extra help or at risk of significant harm
- be able to support social workers in making decisions



- report and record in writing all concerns (including concerns about other staff/professionals) to the DSL or other senior staff members as appropriate or directly to children's services front door. In the case of any concerns about the Head/DSL this should be reported to Meg Dawson (Chair of the management committee and nominated safeguarding champion)
- in the case of FGM (Female Genital Mutilation) there is a legal requirement of a teaching staff that they must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)
- monitor and report as required on the welfare, attendance and progress of all pupils
- keep clear, dated, factual and confidential records of any child protection concerns and share these with the DSL/DDSLs using CPOMS
- respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records). Appendix 1 outlines how to handle a disclosure from a child.

In addition to the above, staff must:

- consider, at all times, what is in the best interests of the child
- maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop
- establish and maintain an environment where children are encouraged to talk and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult at GHES if they are worried
- ensure our children are equipped with the skills they need to keep themselves safe
- ensure all GHES staff members maintain a **culture of vigilance** and have an attitude of '**it could happen here**' where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child
- establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and wellbeing of a child
- ensure that all staff are prepared to identify children who may benefit from Early Help
- ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum
- contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person's wellbeing (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing).

Staff training and induction (following both national and Safeguarding Partner guidance at all times)

- all GHES staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will also complete mandatory safeguarding children training online every year through GSCP so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow

- the DSL delivers an annual update to all staff on safeguarding and child protection matters each September. GSCP safeguarding updates are shared as they arise e.g. via email and staff meetings.
- additional training opportunities are offered as the opportunities arise
- safeguarding and child protection matters are a standing agenda item for all management committee meetings, SLT meetings and whole-service meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters
- all new staff receive safeguarding induction training within their first 7 days
- all temporary staff, volunteers or agency staff are treated in the same way as permanent or supply staff
- the Head of Service receives e-mails alerts from GSCP and if/when appropriate these are shared with staff at the earliest opportunity.

Safer Working Practice

- all staff & volunteers share that importance of Safer Working Practices in that it ensures that pupils are safe
- all staff & volunteers are aware of the expectations of this guidance and that they are working within this, that relevant training is given and advice, guidance or sanctions applied where guidance is not followed
- all staff, volunteers and Management Committee are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- all staff & volunteers work in an open and transparent way
- all staff & volunteers discuss and/or take advice from school management over any incident which may give rise to concern
- all staff & volunteers record any incidents with the actions and decisions made
- all staff & volunteers apply the same professional standards regardless of gender, race, disability or sexuality
- all staff & volunteers are aware of confidentiality policy
- all staff & volunteers are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- all staff & volunteers adhere to the relevant E-Safety Policies related to the use of technology both within and outside of school.

Responding to signs of abuse or neglect

- staff need to have an attitude of '**it could happen here**' where safeguarding is concerned
- through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection
- all staff should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care (The Front Door for Children's Services) or other agencies where appropriate
- ensure that the DSL/staff are using the [Levels of Intervention](#) guidance (GSCP Website) when making decisions about appropriate support or referral for a child
- staff ensure that all concerns must be recorded in line with Safeguard Partner guidance

- when concerned about the welfare of a child, staff members should always act in the best interests of the child
- staff should not assume someone is taking action and sharing information that might safeguard a child.

4.5 Pupils

At GHES, it is crucial that all pupils are protected and helped to keep themselves safe. To this end:

- all pupils have the right to be protected from abuse and neglect
- all pupils should be confident that they are listened to at all times in relation to safeguarding concerns both relating to themselves or to other children and that these concerns will be acted upon
- all pupils must feel that they can speak to any member of the GHES staff. We are largely working in pupil homes or in the hospital schoolroom and must be approachable.
- pupils who are being abused, neglected or at risk of harm will be confident to tell people they feel that can trust and with whom they feel safe
- all pupils should be confident that they are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination
- all pupils are taught, at an age-appropriate level, key aspects of safeguarding through the GHES Wellbeing Curriculum
- all children play their part in ensuring that behaviour is positive and consistent at all times.

4.6 Parents

GHES shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

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



4.7 Others

- visitors with a professional role, such as the School Nurse, Social Worker, Educational Psychologist or members of the Police will have been vetted to work with children through their own organisation
- all other professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a visitor I.D. badge
- agency, third-party staff and contractors, will understand that the guidance in KCSIE Sept 2025 will be followed at all times (including ensuring that all of the relevant checks are in place).



Section 5. Prevention and Supporting GHES pupils

We recognise that GHES plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection. GHES staff and the Management Committee also recognise that because of the day to day contact with children, GHES staff are well placed to observe the outward signs of abuse or other issues impacting a child (e.g. self-harm, low self-esteem, low-mood). Staff will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- include regular consultation with children e.g. through the student council, pupil questionnaires and involvement in anti-bullying week and other such events
- ensure that all children know there is an adult at GHES whom they can approach if they are worried or in difficulty
- including opportunities across the curriculum, including in the PSHE curriculum which equip pupils with the skills they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work (including homophobic and transphobic bullying), e-safety/online safety, child exploitation and teenage relationship abuse topics
- include opportunities in the curriculum to prepare for transitions (either back to school once recovered or transition to secondary school or post-16 education). Transitions can be a time of great anxiety so considering additional emotional support young people may need is important (offer of Early Help) to keep children safe. Teaching confidence and staying safe in more independent travel situations is also important
- encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying
- liaising and working with all other services and agencies involved in safeguarding or supporting children where appropriate
- seeking **Early Help** for young people when concerns become apparent or notifying social care (via the Front Door for Children's Services) as soon as there is a significant concern.



Section 6: The Child Protection Referral Process

The GSCP website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed.

<https://www.goucestershire.gov.uk/gscp/>

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Front Door for Children's Services (previously Children's Helpdesk) on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

In general the following process applies:

1. **A member of staff is expected to raise any concern with the DSL or DDSL verbally on the SAME DAY.**

Details MUST be recorded on CPOMS after a conversation with DSL/DDSL. Next steps are discussed.

Concerns may be discussed in principle with a social worker or social work manager to gain advice about whether a MARF (Multi-agency referral form) is appropriate to the front door to children's services or whether there are alternative ways of addressing their concerns. **Practitioner Advice Line (The Front Door for Children's Services in Gloucestershire): 01452 426565 (option 3)** The DSL/DDSL should refer to the Levels of Intervention guidance on the GSCP website and also the Levels of Intervention windscreens also on the website.

2. In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999. In the case of FGM (Female Genital Mutilation) staff must personally call the police with any disclosure that FGM has been carried out (in addition to liaising with the DSL).

In some cases the concern will be logged but with no further action taken at the time.

All staff involved must ensure that there is a 'watching brief' to make sure that no further concerns arise.

They must be logged and reconsidered if more concerns arise and this process followed again from the beginning.

For some concerns an offer of 'Early Help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater. Early Help can also be accessed via the Children's Service Front Door.

It may be decided that a MARF (Multi-agency referral form) should be submitted for the Front Door for Children's Services for social services assessment or more urgent intervention from social services. Police should also be contacted if a child is in immediate harm.

In some situations support can be managed for a child internally using the school's own pastoral support processes.

3. GHES staff should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).
4. If a referral is made to the Front Door for Children's Services basic information is given. GHES will then be asked to complete a MARF (*Multi Agency Referral Form*) through the online portal. [Contact Children and Families Services | Gloucestershire County Council](#). This is passed on to a Social Work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a Social Work team straight away). The Social Work team will discuss whether the referral is appropriate and what action can/will be taken.

In the case of a referral direct to Social Care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral).

- Child in need -Section 17 services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved
- Child in need of Protection. A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

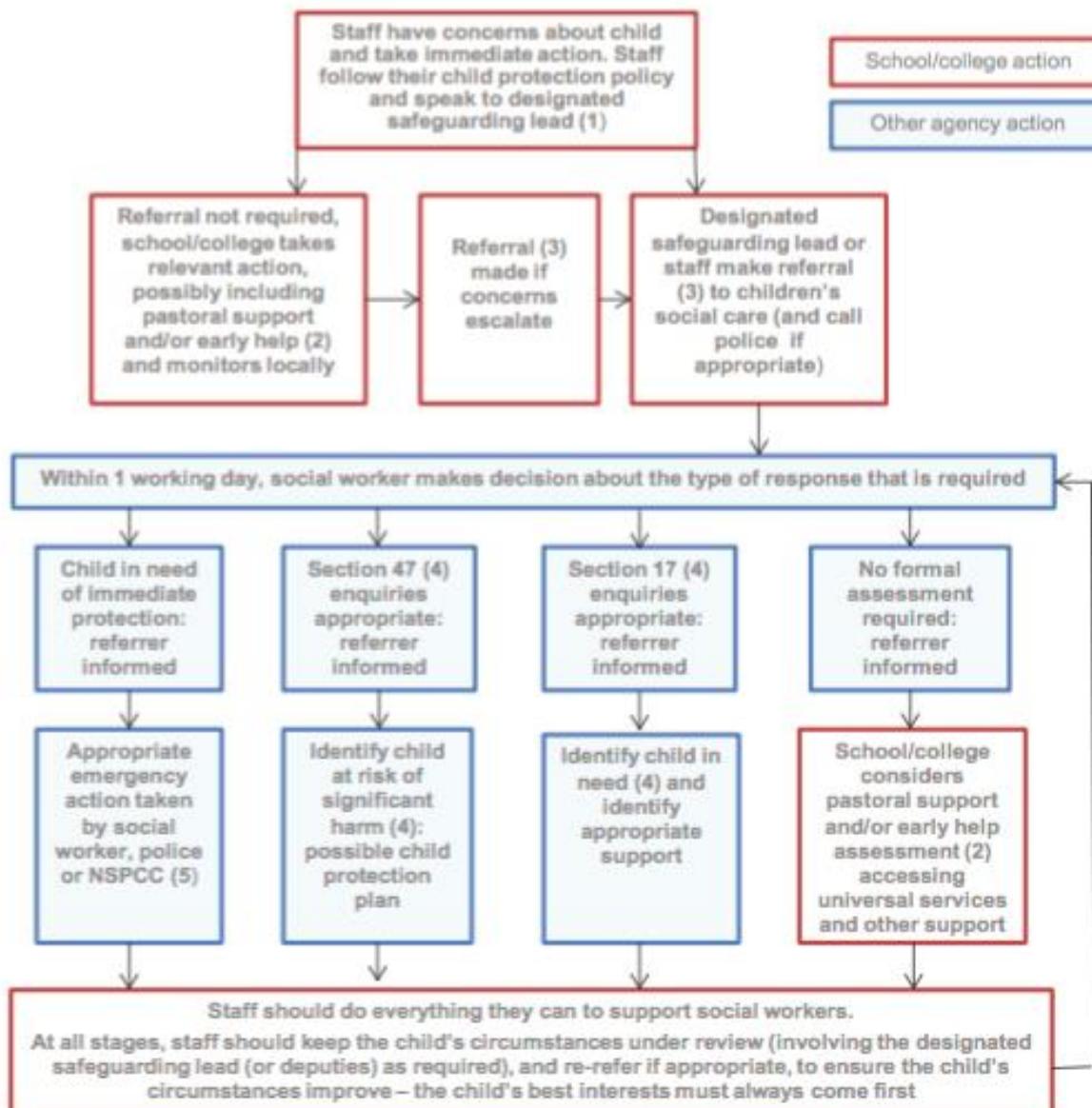
5. At all stages staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's interests must always come first.
6. Gloucestershire has an **ESCALATION POLICY** (and a form that goes with it on the GSCP website). If professionals feel that there hasn't been an appropriate response from Children's Services then this must be challenged and escalated.
7. Staff should not assume that a colleague or other professional will take action and share information that is critical in keeping a child safe. They should be mindful that early information sharing is vital in effective identification and assessment and allocation of appropriate service provision.

Supporting Staff

We recognise that staff working at GHES who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We have a separate Mental Health and Wellbeing policy for staff that outlines the support and mechanisms we have in place to keep our staff wellbeing high.



Actions where there are concerns about a child



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

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

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

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

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

Child Protection Referral Process as laid out in KCSIE Sept 2025 Pg 24



Section 7: Confidentiality

What is shared or not shared and in which circumstances:

- **all GHES staff recognise that all matters relating to child protection are confidential**
- Child Protection concerns and records are kept in a confidential and secure away from the main pupil file
- the DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need to know basis only
- all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing
- we will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Section 8: Multi-agency working

GHES is committed to developing effective partnership working with relevant agencies in the best interest of children and young people. Effective multi-agency working and communication helps to safeguard young people.

GHES will be fully engaged, involved, and included in local safeguarding arrangements. Once GHES is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

GHES is an Alternative Provision Provider, when a child is dual-registered, the overall safeguarding responsibility remains with the main school. However, they discharge the daily safeguarding oversight to GHES. At the point of acceptance, the main school DSL is responsible for sharing all relevant and key information with regards to the safeguarding incidents, ongoing concerns and actions to date. In the same respect GHES will inform the main school of any matters of safeguarding throughout the duration of their time they are with GHES and when they transition back to their main school or other setting.

GHES will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the Early Help process and by contributing to multi-agency plans to provide additional support.

GHES also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Information sharing

GHES recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for Early Help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be

stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.



Section 9: Safer Recruitment and Safer Working practices

Safer Recruitment

Safer Recruitment is a vital aspect of Child Protection. GHES adheres to Gloucestershire County Council safer recruitment procedures which follows guidance from The Children's Workforce Development Council (CWDC). References are taken up before interviews and safer recruitment practice is followed in full. An online search is carried out on all shortlisted candidates prior to interview to ensure their online image is appropriate for their professional role.

In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with children until the DBS check has been completed.

The following members of the GHES Senior Leadership Team are NCSL accredited recruiters:

Beth Warren, David Rumsey, Sarah Evans, Karen Harris, Becky Cooper, Lauren Clark, Trudi Scott

Meg Dawson (Management Committee) is also an NCSL accredited recruiter.

Safer Working Practices The guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings can be found on the GSCP website in the safeguarding in education section. A copy is given to all members of staff who sign to say they have read it.

Single Central Record

The school keeps an SCR which records all staff, Management Committee members, agency and third-party supply staff, and volunteers.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, GHES will obtain written confirmation from the employment business supplying the member of staff to state that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

GHES is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they finish working at GHES.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping Children Safe in Education' (KCSIE Sept 2025) and Annex B
- The Behaviour Policy.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSLs.
- For the SLT – Working Together to Safeguard Children, Dec 2023

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role.



Section 10: Allegations against staff (Allegations Management) & Whistleblowing.

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. Ongoing training and discussion at team meetings and in supervision meeting with line-managers help to support staff.

We understand that a pupil, parent or other professional may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of Service. The Head of Service on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Head of Service, the person receiving the allegation will immediately inform the Chair of Management Committee who will consult with the LADO as above, without notifying the Head of Service first. GHES will always follow the GSCP procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, excluding the Head of Service, against whom an allegation has been made, needs careful consideration, and the Head of Service will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head of Service, the decision to suspend will be made by the Chair of Management Committee with advice from HR and LADO.

Please read the **GHES Statement of Procedures for Dealing with Allegations of Abuse against staff for full details on Allegations Management.**

Whistleblowing

All GHES staff are provided with the Code of Conduct and confidential reporting procedure (Whistleblowing Policy) for GCC employees. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the Whistleblowing Policy and on the GCSP website stated at the top of this policy.

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

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

Whistleblowing regarding the Head of Service should be made to the Chair of the Management Committee (Liz McPherson).

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM,

Monday to Friday and Email: help@nspcc.org.uk

Section 11: Related policies and specific safeguarding issues

Safeguarding and child protection is at the core of all that we do in GHES and therefore relates to *all* policies. There are particularly important links between this child protection policy and the Statement of Procedures for Dealing with Allegations of Abuse Against Staff, Code of Conduct and Confidential Reporting Procedure (Whistleblowing) for GCC employees, Anti-bullying Policy, Health and Safety Policy, Staff ICT Technology and Social Media Acceptable Use Policy, E-Safety Policy, Offsite Visits Policy, Data Protection Policy, PSHE Curriculum.

Section 12: School trips, visits and journeys

GHES has formally adopted, through its Management Committee, the Gloucestershire model policy for Offsite Visits.

Safeguarding is a critical part of all offsite visits and journeys. The Management Committee has delegated the consideration and approval of offsite visits and activities to Becky Cooper (SLT) and is therefore the Offsite Visits Co-ordinators (OVC).

Before a visit is advertised to parents, Becky Cooper (SLT) will approve the initial plan.

Staff must discuss any potential off-site visit plans with Becky Cooper on all occasions – this also includes when making plans for lessons to take place in a community space. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by Becky Cooper or the Head of Service. Please refer to the [Offsite Visits Policy](#) for full details.



Appendix 1 : Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterward, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head of Service or the Designated Safeguarding Lead. If the child is at immediate risk you make the referral yourself. Please refer to Section 6 (The Child Protection Referral Process)

Appendix 2 : GHES Safeguarding – recording information

CPOMS should be used for recording all information in relation to safeguarding. Training is given to all staff at induction on how to use and record safeguarding information.

Staff are clear that they must PHONE and SPEAK to a member of the DSL team to discuss concerns before writing up on CPOMS.

APPENDIX 3 - Early Help

Early Help at GHES

Early Help is defined as ('Working Together to Safeguard Children', DfE ~ Dec 2023):

'Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.

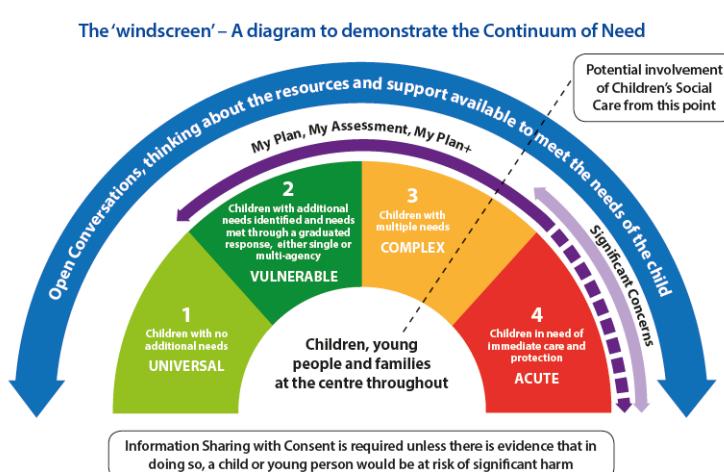
At GHES we recognise the challenges all families face and that everyone needs help at some time in their lives. This is why it is so important to us that we offer Early Help at the first possible opportunity to enable us to effectively support our children and families so as to bring about the best possible outcomes for them. We also believe that early interventions for children or families, in many cases, will prevent children from experiencing harm, enabling us to maximise the safeguarding of all our pupils.

If there are times when families need extra help and support, we encourage them to come and talk to us. Our inclusive ethos and environment aims to promote trust between students, staff and parents/carers. As with everything we do, we do not have one set way of supporting families, we offer bespoke support, catering to the diverse needs of our students and their families.

GHES Offer of Early Help statement contains everything we are able to offer to support a child who is with us. This is on the GHES website.

GSCP continuum of need windscreen/overview of levels of need (2023)

At all times all staff should consider if there is any offer of Early Help that we can make in order to help a child thrive. The GSCP 'continuum of need' windsreen is an important diagram to keep in mind for all children. It is a diagram to show an overview of the levels of need.



Children and families may have different levels of need at different times across a range of issues. Having a graduated approach ensures that support will be appropriate.

Children might also have a range of needs at different levels. It is important to take all needs into consideration when determining the type of support that might be required and the professionals who should be involved.

All staff should be alert to the potential need for early help for a child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised⁵³
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of full-time education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded

Children with Complex or Acute Needs

A lot of children with complex needs will have their needs met through the graduated pathway and a My Assessment & My Plan+, which is regularly reviewed through a Team Around the Child (TAC) or Team Around the Family (TAF) meeting.

Children with very complex needs and/or at risk of significant harm will require an assessment by children's social care to determine the level of risk to the child and the multi-agency support that is necessary to meet the needs of the child.

Some children will have very complex needs but not be at risk of significant harm e.g. children with complex disabilities. Professionals should refer to the graduated pathway for more information.

The information on this page is taken from, "Gloucestershire's Level of Intervention Guidance – Working Together to Safeguard and Promote the Welfare of Children" (July 2018).

<http://www.workingtogetheronline.co.uk/>



APPENDIX 4 - CATEGORIES OF ABUSE AND INDICATORS OF HARM

Indicators of abuse, neglect and exploitation

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Online safety and personal electronic devices

The school will adhere to GHES Online Safety Policy at all times.

As part of the PSHE curriculum and through the role of the Link Tutors, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

Further information regarding the GHES's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the online induction we complete with pupils when they start at GHES, our Learning Technologist speaks to every parents about keeping their child safe when online. The conversation includes filtering systems, when their child is using a device unattended, how to check sites, how to maintain an open dialogue between parent and child about the use, and how to encourage their child to talk to them or staff at GHES if they see something that is distressing.

All parents sign up to the parent bulletin where weekly internet safety advice is given. Link Tutors along with PSHE teachers revisit online safety at various points in the curriculum and during conversations in home visits.

Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

Appendix 5 – Documents & Policies for all staff

The following policies and documents are required to be read and signed at the start of every academic year and when any updates are made during the academic year:

- GHES Safeguarding Child Protection Policy and Procedures 2025
- KCSIE Sept 2025
- Key Changes to KCSIE 2025
- SCR Annual Update Signing Sheet [an electronic form for 2025]
- Annual Declaration (DBS updates and Disqualification Declaration)
- Generic Risk Assessment – Occupational Driving

Other Safeguarding Policies that accompany the above can be found in the GHES Sharepoint site > Policies & Protocols

- GHES General Behaviour Policy, Employee Code of Conduct and Whistleblowing Procedure
- Staff Signature Sheet for Behaviour Policy and Code of Conduct
- GHES Visitors Terms and Conditions
- GHES and GCC Staff ICT and Social Media Acceptable Use Policy
- Escalation of Concern Form - GSCP Levels of Intervention Guidance (GSCP website)
- GSCP Revised Guidance for Safeguarding Children (July 2018)
- Guidance for Safer Working Practice for Adults Working with Children in Education
- Guidance on Appropriate Language Toolkit for Professionals
- Substance Misuse Screening Tool and Referral Form (GSCP website)
- Working Together to Safeguard Children (DfE Dec 2023)
- GHES Early Help statement
- GHES Relationships Policy
- GHES Online Safety Policy
- 2023 Prevent Guidance
- GHES Offsite Educational Visits policy

