



# Beech Green Primary School

*Respect Achieve Belong*

## Beech Green Primary School Child Protection and Safeguarding Policy (including Early Help)

### Child Protection and Safeguarding At Beech Green

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.

Our pupils' welfare is of paramount concern. The Governing Body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

This policy provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Gloucestershire Safeguarding Children's Partnership safeguarding Policies and Procedures Contents plus the Keeping Children Safe in Education (KCSIE) Part 1 and safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

At Beech Green we believe that safeguarding children is the responsibility of every adult. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

### Useful Links

[How to Report a Child At Risk of Harm GSCP.](#)

[Keeping Children Safe In Education 2024](#)

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## Introduction, Definition and Aims

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and is in line with government publication “Guidance for safer working practice for those working with children and young people in education settings 2023” [Working Together to Safeguard Children 2023](#)

The School Statement declares our intent to create a secure, caring environment for our children. This document plays a crucial role in ensuring that we achieve that aim. It is a statement of the principles and procedures to be followed to ensure the early detection of abuse of children in the school's care.

### Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

The chief aims of this document are:

- to raise awareness in teaching and non-teaching staff of the need for child protection and of their responsibility to identify and report possible cases to the DSL or directly to the children's helpdesk (tel. 01452 426565 or email [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk))
- to develop a structured internal procedure in cases of suspected child abuse;
- to promote interagency communication;
- to support children and provide them with the learning opportunities, such as through the PSHE curriculum, to develop the skills needed to keep themselves safe;
- to identify potential areas of conflict

This policy should be read in conjunction with the school's Equality Policy.

In all dealings with children, the following principles are of central importance:

- to respect the children as individuals and to protect their welfare in every way;
- to establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, as well as ensuring children know that there are adults in school whom they can approach if they are worried;
- to take seriously any allegation of abuse, including bullying, whether from an adult or a child, and to act accordingly;
- to collaborate fully with the statutory agencies concerned with the child;
- to ensure safe recruitment practices are followed in checking suitability of staff and volunteers to work with children.

Everyone who comes into contact with children and their families at Beech Green has a role to play in safeguarding children, including:

- providing a safe environment in which children can learn.
- identifying children who may need extra help or who are suffering, or are likely to suffer, significant harm.
- taking appropriate action, working with other services as needed. It should be noted that anyone can make a referral; see *DfE guidance [Keeping Children Safe In Education 2024](#)*

All staff members need to be aware of:

- systems within school that support safeguarding.
- who the Designated Safeguarding Leads are (see page 5).
- the statutory guidance

In order to uphold these principles and rights, the school will follow the procedures set out by the Gloucestershire Safeguarding Board and take account of DfE guidance to:

- ensure we have one *Designated Safeguarding Lead (DSL)* and more than two *Deputy Designated Safeguarding Leads (DDSL)* who are members of the school's senior leadership team and has received appropriate training.
- ensure we have a nominated governor responsible for child protection who has received appropriate training.
- ensure every member of staff, including temporary supply staff and volunteers (including the Governing Body) know who the DSLs and DDSLs are and that they have received a safeguarding induction within the first seven working days of their appointment.
- ensure all staff understand their responsibilities in being alert to the signs of abuse and for referring any concerns to a DSL or DDSL.
- ensure that parents understand the responsibility placed on the school and staff for child protection by setting out its obligations in this policy and making it available to all parents and carers via the school office or website [www.beechgreenprimary.co.uk](http://www.beechgreenprimary.co.uk)
- notify the relevant social worker if there is an unexplained absence of more than two days of a pupil with a child protection plan.
- develop effective links with relevant agencies and cooperate as required with their enquiries, including attendance at child protection core groups and conferences.
- keep records of any concerns about children, even when there is no need to refer the matter immediately (CPOMS).
- support pupils who have been abused in accordance with his/her child protection plan.
- develop and follow procedures where an allegation is made against a member of staff, governor or volunteer.
- ensure safe recruitment practices are always followed (see recruitment policy), including:
  - the presence of at least one member of the SLT who has completed safer recruitment training (currently the HT and DHs) on all interview panels.
  - checking suitability of staff and volunteers to work with children.
  - ensuring inappropriate behaviour is reported and managed using the allegation procedures (see p5)

## Roles and Responsibilities

Key Personnel Role	Names	Contact Details
Designated Safeguarding Lead (DSL)	Julie Poulson	Contact the school directly Telephone: 01452 722363 Email: <a href="mailto:admin@beechgreen.gloucs.sch.uk">admin@beechgreen.gloucs.sch.uk</a>  Out of hours or emergency contact Julie Poulson: 07412276477 <a href="mailto:head@beechgreen.gloucs.sch.uk">head@beechgreen.gloucs.sch.uk</a>
Deputy Designated Safeguarding Leads (DDSL)	Sharon Weeks Hayley Earl Amy Bancroft	<a href="mailto:sharonweeks@beechgreen.gloucs.sch.uk">sharonweeks@beechgreen.gloucs.sch.uk</a> <a href="mailto:hayleyearl@beechgreen.gloucs.sch.uk">hayleyearl@beechgreen.gloucs.sch.uk</a> <a href="mailto:SBM@beechgreen.gloucs.sch.uk">SBM@beechgreen.gloucs.sch.uk</a>
School's named Prevent lead	Julie Poulson	Contact the school directly Telephone: 01452 722363 Email: <a href="mailto:admin@beechgreen.gloucs.sch.uk">admin@beechgreen.gloucs.sch.uk</a>
Nominated Safeguarding Governor	Helen Parkinson	Contact the school directly Telephone: 01452 722363 Email: <a href="mailto:admin@beechgreen.gloucs.sch.uk">admin@beechgreen.gloucs.sch.uk</a>
Chair of Governors	Helen Parkinson	Contact the school directly Telephone: 01452 722363 Email: <a href="mailto:admin@beechgreen.gloucs.sch.uk">admin@beechgreen.gloucs.sch.uk</a>  Out of hours or emergency <a href="mailto:chair@beechgreen.gloucs.sch.uk">chair@beechgreen.gloucs.sch.uk</a> <a href="mailto:clerk@beechgreen.gloucs.sch.uk">clerk@beechgreen.gloucs.sch.uk</a>
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)		<a href="https://www.gloucestershire.gov.uk/gscp/contact-us/">https://www.gloucestershire.gov.uk/gscp/contact-us/</a> <a href="https://www.gloucestershire.gov.uk/gscp/lado-allegations/">https://www.gloucestershire.gov.uk/gscp/lado-allegations/</a>
Multi Agency Safeguarding Hub (MASH)		Contact the MASH Front door Telephone: 01452 426565 Email <a href="mailto:childrenshelpdesk@gloucestershire.gov.uk">childrenshelpdesk@gloucestershire.gov.uk</a>
Out of Hours Emergency Duty Team		Children & Families Services Emergency Duty Team on 01452 614194.
Link to MARF		<a href="https://children.gloucestershire.gov.uk/web/portal/pages/home">https://children.gloucestershire.gov.uk/web/portal/pages/home</a>
Police		<a href="https://www.gloucestershire.police.uk/">https://www.gloucestershire.police.uk/</a>

The Designated Safeguarding Leads and DDSLs (DSLs) are the main contact for all staff at the school on any child protection issues. At Beech Green we have four people who make up the safeguarding group they are:

Julie Poulson  
Amy Bancroft  
Hayley Earl  
Sharon Weeks

They are all contactable through the school office or telephone 01452 722363.

It is the duty of the **Designated Safeguarding Leads** to:

- ensure that Safeguarding procedures exist, are reviewed regularly and are implemented when necessary;
- act as a source of advice and support within school;
- liaise with the CYPD, Social Care and other agencies concerning individual cases of actual or suspected child abuse;
- ensure that detailed, accurate, secure written records of referrals and concerns are maintained;
- ensure appropriate training and support for themselves, the governors and teaching and non-teaching staff in being aware of abuse indicators and how to deal with disclosures.

**The Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

**All staff members, governors, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

Our school and Governing Body takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

### The Legal Framework

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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

## Supporting Children

Our school will support all pupils by ensuring:

- the content of the curriculum includes social and emotional aspects of learning; through PSHE, RSE and other curriculum contexts, and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it';
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- encouraging pupils to talk about feelings and deal assertively with pressures and are listened to providing pupils with a range of appropriate adults to approach as needed;
- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- the anti-bullying policy is located on the school website. liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse including early help and preventative services  
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>  
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- considering intra familial harms and any necessary support for siblings following a report of domestic abuse, sexual violence and/or harassment;
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying;
- having clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment;
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2018 and KCSIE September 2023).
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CWFC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.

## Child-on-Child Abuse

Child-on-child abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour and/or gender based violence.

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between young people. It includes bullying, cyber bullying, sexual violence, harassment and sexting.

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is the young person) and the victim. Behaviour may be intimate or non-intimate.

### **Definition:**

Young people can abuse other young people. This is generally referred to as child-on-child abuse and it can happen both inside or outside of school or college and online.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) \*
- up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff who are made aware of or suspect that a child is experiencing child-on-child abuse will follow the usual safeguarding procedures and protocols outlined in this policy.

Further information regarding child-on-child abuse can be found (add leaflet)

\*(Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos).



## Disclosure and Barring Service (DBS) applicants who have a criminal record.

- as an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Beech Green complies fully with the code of practice and undertakes to treat all applicants for positions fairly
- Beech Green undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
- Beech Green can only ask an individual to provide details of convictions and cautions that Beech Green are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)
- Beech Green can only ask an individual about convictions and cautions that are not protected
- Beech Green is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- Beech Green actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- Beech Green select all candidates for interview based on their skills, qualifications and experience
- an application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- Beech Green ensures that all those in Beech Green who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
- Beech Green also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
- at interview, or in a separate discussion, Beech Green ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment

- Beech Green makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request
- Beech Green undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

### Dealing with a Disclosure and Record Keeping

The main categories of abuse are:

***physical injury***  
***physical neglect and failure to thrive***  
***emotional neglect***  
***sexual abuse***

*See Appendix A for definitions of these categories.*

Staff members working with children should always maintain an attitude of 'it could happen here' where safeguarding is concerned. In the event of any of the above types of abuse being suspected, including situations of abuse which may involve staff members, the procedure outlined below should be followed (*see Appendix B for summary diagram*):

1. Report concern immediately to a DSL.
2. Record on CPOMS a factual, detailed account of what you have noticed and date it. All DSLs will be automatically notified of all safeguarding incidents and reports.
3. If considered necessary the DSL will raise a concern through the MASH (Multi Agency Safeguarding Hub [GCC MASH](#)) on 01452 426565 to facilitate a discussion with a social work practitioner.
4. If appropriate, the DSL will then refer the case to Social Care through a MARF (Multi Agency Referral Form [MARF Portal](#)). Any referral must be followed up in writing by the DSL within 48 hours. It is important to note that any staff member can refer their concerns to children's social care directly.
5. If no response is forthcoming from children's Social Care by an agreed time, the DSL should formally follow up the enquiry - see Local Authorities Resolving Professional Difference (Escalation Policy)
6. Children who have been identified as being potentially at risk should be closely monitored, with clear records of the pupil's progress being maintained and the necessary agencies kept informed.
7. In the event of a strategy meeting being called, one of the school's DSLs will attend.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

If a child discloses details of abuse, the adult involved should:

All staff should be aware that children 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. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead

(DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- Reassure the child they will be listened to BUT do not make promises - especially not to tell anyone.
- Find somewhere quiet and ask the child what happened BUT do not ask leading questions.
- Listen BUT do not push too hard for information.
- Record (on CPOMS) what has been said as soon as possible after the disclosure, using the child's own words.
- Maintain correct levels of confidentiality – only discuss details with other staff who need to be involved.
- Although all DSLs will automatically be notified and take necessary action, discuss the disclosure and actions with them.

*See Appendix C for how the school will seek to support children suffering from abuse within school.*

### Procedures for Allegations of Child Abuse Against A Member Of Staff (Allegations Management)

Teachers who are informed of an allegation of abuse against another member of staff should immediately report the matter to a DSL.

The Headteacher should urgently assess whether there is sufficient substance in the allegation to warrant an investigation. This initial consideration should include consultation with the Local Authority Designated Officer (LADO) within one working day.

If a child is deemed to be at risk of significant harm the case should be referred immediately to local child protection agencies. It is not for the Headteacher to investigate the allegation itself, but to consider whether it requires further investigation and, if so, by whom.

Where the allegation relates to the use of reasonable force to restrain a pupil, it will be appropriate for the Head to deal with this at a school level. An allegation of assault beyond the use of reasonable force would however need to be referred as a Child Protection matter. Also, if a child receives an injury following a restraint and alleges an assault, this must be seen as a Child Protection matter (see 'Use of Physical Restraint Policy' for further information).

The following action should also be considered and, if necessary, initiated:

- obtain details of the allegation in writing, signed and dated by the person receiving the allegation, and countersigned by the Headteacher;
- record any details about times, dates, locations and names of potential witnesses;
- make a referral to one or more of the agencies with statutory powers to investigate, such as the police, Social Care or the NSPCC.

In the event of the Headteacher being accused of abuse, the Chair of Governors should urgently assess whether there is sufficient substance in the allegation to warrant an investigation. This initial consideration should include consultation with the Local Authority Designated Officer (LADO) within one working day.

If a child is deemed to be at risk of significant harm the case should be referred immediately to local child protection agencies. It is not for the Chair of Governors to investigate the allegation itself, but to consider whether it requires further investigation and, if so, by whom.

All allegations against members of staff, whether substantiated or otherwise, will be reported to the Chair of Governors as a matter of course.

### The Role of an Appropriate Adult in Safeguarding

The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

### Information Sharing

We recognise that all matters relating to Safeguarding are confidential, the following has been implemented to secure safe sharing of information, internally and externally:

- all staff members have a professional responsibility to share information with other agencies to safeguard children;
- all staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children’s welfare;
- we will ensure that staff members are confident about what they can and should do under the law including how to obtain consent to share information and when information can be shared without consent;
- staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe.

### Multi Agency Working

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children’s Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children

We will participate in Child Safeguarding Practice Reviews (CSPR’s), other reviews and file audits as and when required to do so by the Oxfordshire Children’s Safeguarding Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

### Safer Recruitment

Beech Green School is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with pupils and staff. The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- Beech Green school is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance;
- the Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training;

- we are also committed to supporting the statutory guidance from the department for education on the application of the childcare (disqualification) regulations 2009 and related obligations under the childcare act 2006 in schools;
- we will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. we will require that employees and volunteers provided by these organisations use our procedure to report concerns;
- we will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with keeping children safe in education: statutory guidance for schools and colleges, 2022. if assurance is not obtained, permission to work with our children or use our school premises may be refused;
- services commissioned from other organisations, school staff will ensure compliance with school policy and procedures as a contractual requirement;
- we advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

### Training

- all staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately;
- DSL and DDSLs undergo training to provide them with the knowledge and skills required to carry out their role;
- DSL, DDSLs and any members of our Safeguarding Group (SG) undergo their DSL training every 2 years through the to enable them to fulfil their role;
- training is provided for all staff to a generalist level every 3 years, regular updates around safeguarding are shared with staff regularly;
- separate training is provided to all new staff on appointment as part of their induction process which would also include online safety;
- we will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. they will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school;
- the DSL and DDSLs will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from safeguarding practice reviews. these will occur annually or more frequently when necessary;
- the school will maintain accurate and up to date records of staff induction and training.

### Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Anti-Bullying including Cyber-Bullying
- Attendance
- AUP
- Relational (Behaviour)
- Complaints
- Educational Visits

- Health and Safety
- Offer of Early Help (see Appendix E)
- Physical Intervention
- Racial Equality
- Racist Incidents
- PSHE
- SEND
- RSE
- Staff Induction
- Whistleblowing

### Site Security

- all staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school;
- the school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site;
- all visitors must use the intercom to speak to a member of the admin team, on arrival they must show identification, sign in and be able to explain their reason for visiting the school;
- gates are open at the start and end of the day, members of staff monitor parents and carers as they arrive and leave.

### Conclusion

It is intended that through the implementation of the principles contained in this policy the school will provide a positive, supportive and secure environment in which each child will feel valued, and in which any cases of individual abuse (either within or beyond the school) will be quickly identified and effectively responded to. This policy will be available for parents to view both prior to their child starting at the school and during their time in our care. Further information, including indicators of abuse and useful telephone numbers, can be obtained from <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/>

### Specific safeguarding issues

We recognise the fact that 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 the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- ◆ child sexual exploitation (CSE) - *see staff training records*
- ◆ bullying including cyber-bullying
- ◆ domestic violence - *see staff training records*
- ◆ drugs and medication
- ◆ fabricated or induced illness
- ◆ faith abuse
- ◆ female genital mutilation (FGM) - *see staff training records*
- ◆ forced marriage
- ◆ gangs and youth violence
- ◆ gender-based violence/violence against women and girls (VAWG)

- ◆ honour based violence
- ◆ mental health
- ◆ private fostering
- ◆ radicalisation *see staff training records*
- ◆ sexting
- ◆ teenage relationship abuse
- ◆ trafficking
- ◆ MAPPA (Multi Agency Public Protection Arrangements)
- ◆ MARAC (Multi Agency Risk Assessment re: domestic violence)

## APPENDIX A

### Types of abuse and neglect (from 'Keeping Children Safe Part One in Education' DfE guidance 2024)

#### Indicators of abuse and neglect

##### **26. Abuse:**

a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, *including where they see, hear or experience its effects*. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

##### **27. 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.

##### **28. 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 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 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.

**29. Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**30. 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, for example, 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

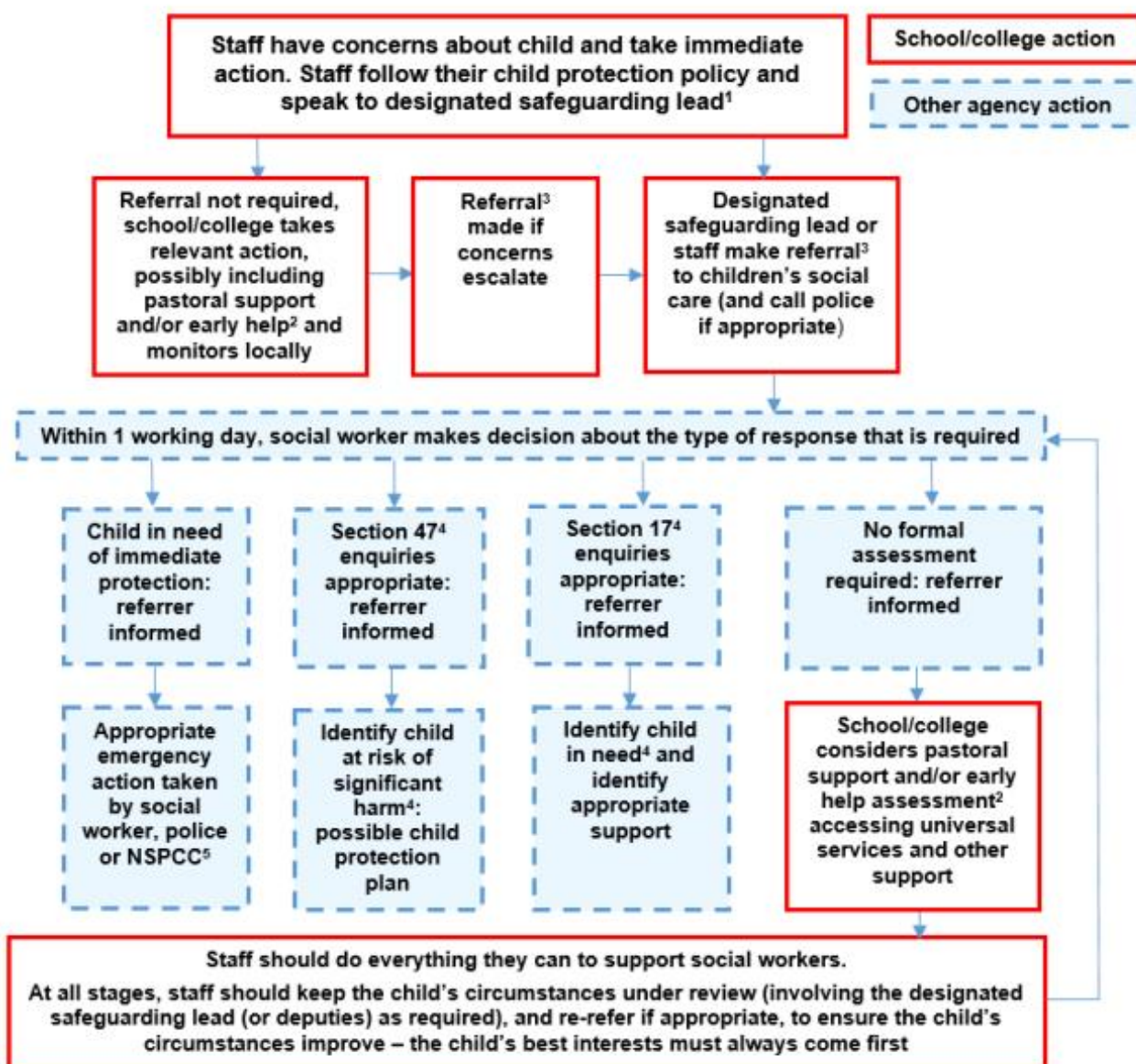


medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## APPENDIX B

### Action when a child has suffered or is likely to suffer harm (from ‘Keeping Children Safe in Education’ DfE guidance 2024)

#### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> 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. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

<sup>4</sup> 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 [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## APPENDIX C

### Ongoing support within school for children identified as suffering from abuse.

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

- ◆ The content of the curriculum, including opportunities in PSHE for children to develop the skills they need to recognise and stay safe from abuse.
- ◆ The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- ◆ The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- ◆ Provide additional support within school to manage emotional and behavioural issues, and to offer an open channel for sharing of information and feelings.
- ◆ Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- ◆ Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## Appendix D

### **What does an Offer of Early Help mean?**

Beech Green school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children are valued, respected and equal members of the school. Provision for pupils is a matter for the school as a whole. All teachers are teachers of pupils who may require an Offer of Early Help. The Governing Body, Head teacher, and all other members of the staff have important responsibilities to recognise the pupils who require Early Help.

### **What outcomes do we want for our children following an early offer of help?**

Beech Green aims to identify children who require early help in order to ensure that

- There is improved educational attainment
- Vulnerable children are protected
- Life chances are improved
- Children are healthy and positive

### **Who identifies young people in school who need an Offer of Early Help?**

All staff who work at Beech Green Primary School are responsible for identifying children who may need support. Staff are aware of the signs of different types of abuse, neglect or *exploitation* and therefore are able to recognise a child in need. If a member of staff suspects that a child is suffering from abuse or neglect they will inform one of the designated safeguarding leaders. Staff at Beech Green receive a combination of training from the Local Authority and online. Staff meetings highlight any specific areas of need. Pastoral leads are in place to work with any outside agencies for a child's specific needs. All relevant staff are informed of support required and are invited to meetings.

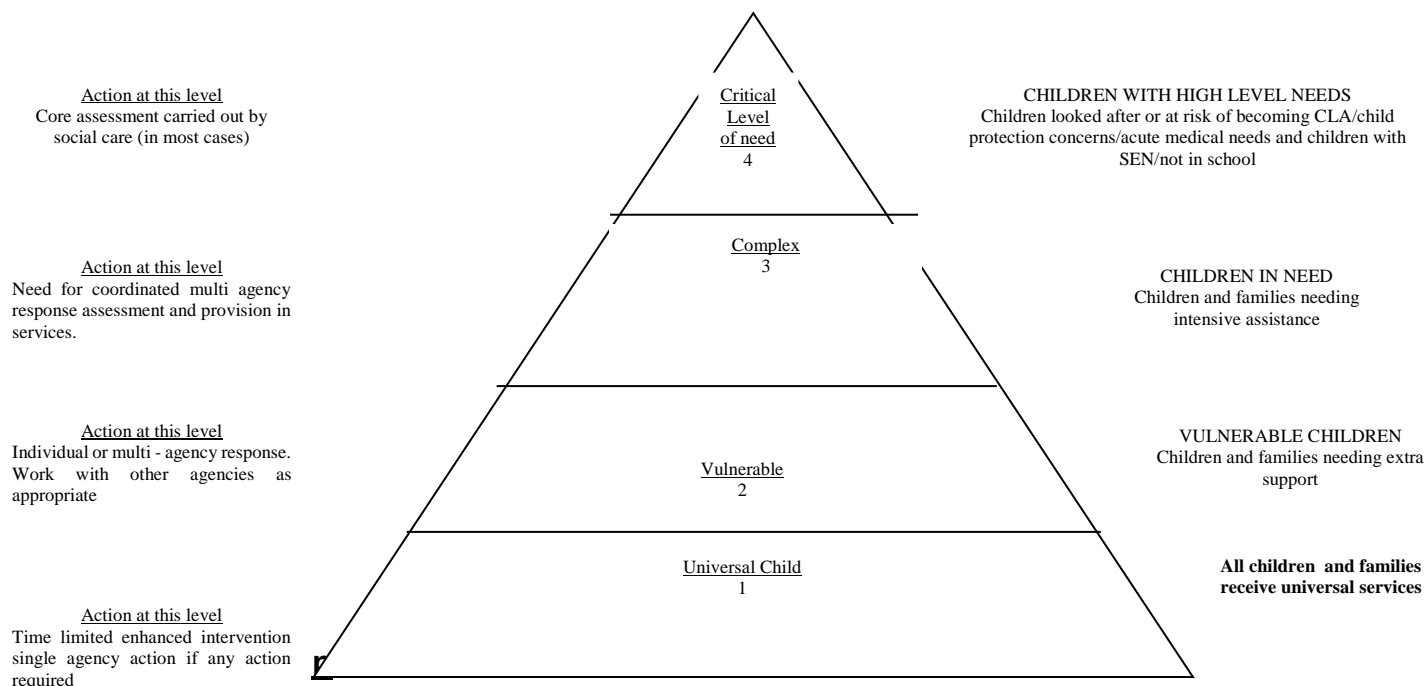
### **Who may need to access early support?**

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have an Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- *has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.*
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

(Staff have access to the Child Sexual Exploitation Screening Tool)

## Pyramid of Children's Needs



To ensure that the best possible support is provided to children and families there needs to be an early assessment of need considering child's developmental needs, family and environmental factors and parenting capacity.

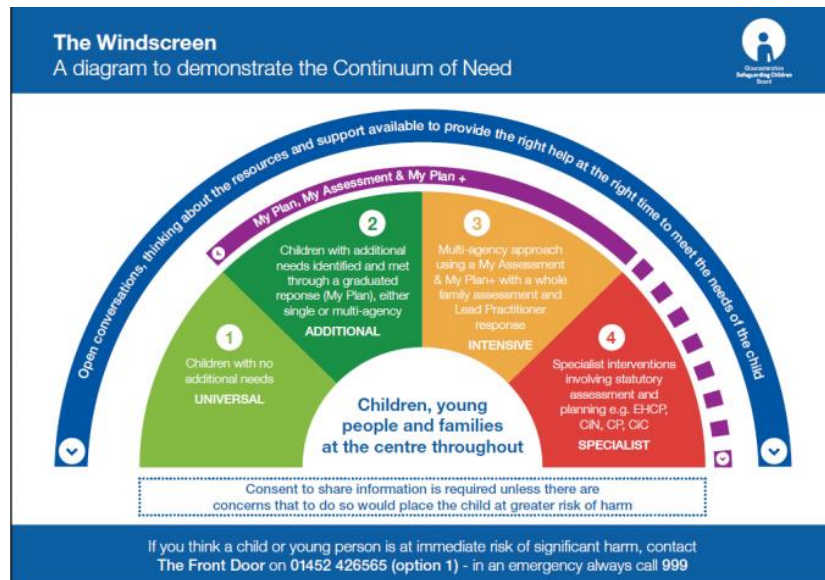
This assessment is undertaken through usage of the **Early Help Assessment or Navigation HUB**. In some cases, a specific need will be identified and the relevant agencies will be involved. If support cannot be met by a single agency then local agencies will work together using the Team Around the Child or Family (TAC or TAF) model to support the young person and their family. At Beech Green the Early Help Assessment and TAC meetings are coordinated by the pastoral leads, DSL or DDSLs who act as the key point of contact for the families and professionals/services.

Working Together states that in order for an early assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents/carers. It should involve the child and family as well as all the professionals who are working with them
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral in to local authority children's social care may be necessary

Early support is based on a continuum of help and support which responds to the different levels of need of individual children and families. A child or young person's needs are reviewed regularly and levels of support adapted according to their changing needs.

Continuum of Needs (commonly known as the 'Windscreen')



### What agencies may be involved with an early offer of help?

Agencies that may become involved with a child or young person who require early help could be:

- Educational Psychologists
- Children’s Centre Staff
- Behaviour Support Staff
- Community Midwives
- Advisory Team for Inclusion
- Children’s Physiotherapy/Occupational Therapists
- School and College Staff Extended Schools Coordinators
- Youth Services
- GP
- CAMHS
- Health Visitors
- School Nurses
- Early Years SEN Inclusion Team
- Special Educational Needs Support Services
- Named Social Work Staff
- Speech and Language Therapists
- Nominated Police

### Further Information

For further information on Gloucestershire County Council’s offer of Early Help please click on the link below:

Identifying Children’s Needs (Refer to Children’s Pyramid of Needs)

**Universal – Level 1 Strengths.** These are children who make good overall progress in all areas of development. At times children within this level may need small, time enhanced interventions.

<p><b>1. Child’s Developmental Needs</b></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Physically well</li> <li>• Adequate diet / hygiene / clothing</li> <li>• Developmental checks / immunisations up to date</li> <li>• Regular dental and optical care</li> <li>• Health appointments are kept</li> <li>• Developmental milestones met</li> <li>• Speech and language development met</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Attends school regularly</li> <li>• Acquired a range of skills/interests</li> <li>• Experiencing success/achievement</li> <li>• No concern around cognitive development</li> <li>• Access to books/toys, play</li> </ul> <p><b>Emotional &amp; Behavioural Development, e.g.</b></p> <ul style="list-style-type: none"> <li>• Feelings and actions demonstrate appropriate responses</li> <li>• Good quality early attachments</li> <li>• Able to adapt to change</li> <li>• Able to express and demonstrate empathy.</li> <li>• Child with disability care package/support meets child’s needs</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Positive sense of self and abilities</li> <li>• Demonstrates feelings of belonging and acceptance</li> <li>• A sense of self</li> <li>• An ability to express needs</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Stable and affectionate relationships with caregivers</li> <li>• Good relationships with siblings</li> <li>• Positive relationships with peers</li> </ul> <p><b>Social Presentation</b></p> <ul style="list-style-type: none"> <li>• Appropriate dress for different settings</li> <li>• Good level of personal hygiene</li> </ul> <p><b>Self-Care Skills</b></p> <ul style="list-style-type: none"> <li>• Growing level of competencies in practical and</li> <li>• emotional skills, such as feeding, dressing and independent living skills.</li> </ul>
<p><b>2. Parenting Capacity</b></p> <p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Provide for child’s physical needs, e.g. food, drink, appropriate clothing, medical/dental care</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Protect from danger or significant harm, in the home and elsewhere</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Show warm regard, praise and encouragement</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Facilitates cognitive development through interaction and play</li> <li>• Enable child to experience success</li> <li>• Consistent parenting providing appropriate guidance and boundaries</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Provide guidance so that child can develop an appropriate internal model of values and conscience.</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Ensure that secure attachments are not disrupted</li> <li>• Provide consistency of emotional warmth over time</li> </ul>	<p><b>Family and Environmental Factors</b></p> <p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Good relationships within family, including when parents are separated</li> <li>• Few significant changes in family composition</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Sense of larger familial network and good friendships outside of the family unit</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Accommodation has basic amenities and appropriate facilities</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Reasonable income over time, with resources used appropriately to meet individual needs</li> </ul> <p><b>Family’s Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family feels integrated into the community</li> <li>• Good social and friendship networks exist</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Good universal services in neighbourhood</li> </ul>

## Vulnerable – Level 2 Needs: Children with additional Needs

These children and young people require some additional support from a specific service without which they would be at risk of not achieving their full potential. Life chance may be impaired without services.

1. Child's Developmental Needs	
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Emotional and behavioural difficulties but they are not significantly impairing health or development</li> <li>• Slow in reaching developmental milestones</li> <li>• Starting to default on health appointments/immunisations/checks</li> <li>• Minor concerns re dirt / hygiene / clothing</li> <li>• Susceptible to minor health problems</li> <li>• Low level substance misuse</li> <li>• Not registered with GP/Dentist</li> <li>• A E attendance giving some cause for concern</li> <li>• Early sexual activity</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Identified as requiring SEN provision in accordance with the SEN Code of Practice</li> <li>• Poor punctuality</li> <li>• Occasional school absences</li> <li>• Sudden or sustained drop in achievement</li> <li>• Not always engaged in learning e.g. poor concentration and low motivation and interest</li> <li>• Not thought to be reaching his / her educational potential</li> <li>• Reduced access to toys and books</li> <li>• Truants with peers</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Some difficulties with peer group relationships and with adults</li> <li>• Some evidence of inappropriate responses and action</li> <li>• Signs of disruptive or challenging behaviour</li> <li>• Can find managing change difficult</li> <li>• Starting to show difficulties expressing empathy</li> <li>• Victim of crime</li> <li>• Disabled child requires additional care/support package or</li> <li>• review of care package to meet child's needs</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Some insecurities around identity expressed e.g. low self-esteem</li> <li>• May experience bullying discrimination or harassment due to ethnicity sexual orientation or disability</li> <li>• Previously happy child becomes sad/withdrawn/quiet/argumentative/aggressive</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Some support from family friends</li> <li>• Has some difficulties sustaining relationships</li> <li>• Child has caring responsibilities which impact on education or development</li> </ul> <p><b>Social Presentation.</b></p> <ul style="list-style-type: none"> <li>• Can be over friendly or withdrawn with strangers</li> <li>• Can be provocative in appearance and behaviour</li> <li>• Personal hygiene starting to be a problem</li> </ul> <p><b>Self-Care Skills</b></p> <ul style="list-style-type: none"> <li>• Not always adequate self-care e.g. poor hygiene</li> <li>• How to develop age and appropriate self-care skills</li> </ul>



2. Parenting Capacity	3. Family and Environmental Factors
<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Parent has:</li> <li>• Mental or physical health needs or other health problems but they do not appear to significantly affect the care the child</li> <li>• Substance misuse that does not appear to significantly affect the care of the child</li> <li>• Poor maternal health / not accessing post/antenatal care</li> <li>• Inability to recognise health care needs for self or child</li> <li>• Inappropriate anxiety regarding child health</li> <li>• Parental engagement with services is poor</li> <li>• Parent requires advice or parenting issues</li> <li>• Professionals are beginning to have some concerns around child's physical needs being met</li> <li>• Condoned absence from school</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Some exposure to dangerous situations in the home or community</li> <li>• Parental stresses starting to affect ability to ensure child's safety</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Poor parent/child relationships</li> <li>• Inconsistent responses to child by parent(s)</li> <li>• Child able to develop other positive relationships</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Child spends considerable time alone e.g. watching television.</li> <li>• Child is not often exposed to new experience or activities</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Inconsistent parenting – difficulties setting boundaries</li> <li>• Child behaves in anti-social way in the neighbourhood e.g. petty crime</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Key relationships with family members not always kept up</li> <li>• May have different carers</li> <li>• Starting to demonstrate difficulties with attachments</li> </ul>	<p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Parents have some conflicts or difficulties that can involve the children</li> <li>• Child has experienced loss of significant adult through separation or bereavement</li> <li>• Child has caring responsibilities</li> <li>• Parent has physical/mental health difficulties</li> <li>• Parent or sibling has received custodial sentence</li> <li>• Sibling with disability or significant health problem</li> <li>• Refugee/asylum seeking family</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Limited support from friends and family</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Adequate/poor housing</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Parents have limited formal education affecting ability to find employment</li> <li>• Periods of unemployment of the wage earning parents</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Low income</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Some social exclusion experiences</li> <li>• Family may be new to the area</li> <li>• Family experiencing harassment or discrimination or are victims of crime</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Adequate universal resources but family may have access issues</li> </ul>

### Complex – Level 3 Needs

These are children and young people whose needs are more complex and require support from more than one agency. This refers to the range and depth or significance of their needs. They are

at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired. Life chances will be impaired without services.

<p><b>1. Child's Developmental Needs</b></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Moderate mental / emotional health or behavioural difficulties</li> <li>Concerns re diet, hygiene, clothing</li> <li>Missing routine and non-routine health appointments</li> <li>Overweight / underweight / enuresis</li> <li>Substance misuse potentially damaging to health and development</li> <li>Developmental milestones delayed</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>Identified as requiring additional SEN provision in accordance with the SEN Code of Practice</li> <li>Some fixed term exclusions</li> <li>Not achieving key stage benchmarks</li> <li>Poor school attendance and punctuality e.g. less than 80%</li> <li>No interest / skills displayed</li> <li>Serious disaffection with learning and underachievement and significant truancy less than 80% attendance and ESW involvement</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>Finds it difficult to cope with anger, frustration and upset</li> <li>Disruptive challenging / offending / anti-social behaviour at school or in neighbourhood and at home, involvement of agencies, police, Behaviour Support Service, Youth Offending Team</li> <li>Finds change difficult to manage</li> <li>Unable to demonstrate empathy</li> <li>Behaviour impacting on health and development</li> <li>Child young person with permanent &amp; substantial disabilities requires support/care package or care package needs to be reviewed to meet child's needs</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Subject to discrimination e.g. racial, sexual or due to disabilities</li> <li>Demonstrates significantly low self-esteem in a range of situations</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>Lack of positive role models</li> <li>Misses school or leisure activities</li> <li>Peers also involved in challenging behaviour</li> <li>Involved in conflicts with peers / siblings</li> <li>Regularly needed to care for another family member</li> <li>impacted on education / development</li> <li>Young person living independently and not coping</li> </ul> <p><b>Social Presentation</b></p> <ul style="list-style-type: none"> <li>Is provocative in behaviour / appearance</li> <li>Clothing is regularly unwashed and at times inadequate / inappropriate</li> <li>Hygiene problems</li> </ul> <p><b>Self-Care Skills</b></p> <ul style="list-style-type: none"> <li>Child precociously able to care for self</li> <li>Poor self-care for age including hygiene</li> </ul>
<p><b>2. Parenting Capacity</b></p>	<p><b>3. Family and Environmental Factors</b></p>

**Basic Care**

- Mental or physical health needs, substance misuse or often health problems such that the majority of parenting responsibilities cannot be undertaken and child's health and development is likely to be significantly impaired
- Inability to put child's need before own needs
- Inability to recognise health needs for self or child such that child's health and development likely to be significantly impaired
- Difficult to engage parents with services
- Parent is struggling to provide adequate care
- Child previously looked after by L.A
- Professionals have serious concerns
- Inadequate care not meeting physical needs

**Ensuring Safety**

- Child perceived to be a problem by parents
- Child may be subject to neglect e.g. exposed to dangerous situations in the home or community. Experiencing unsafe situations
- Child regularly left alone or unsupervised
- Parental stresses affecting ability to ensure child's safety

**Emotional Warmth**

- Receives erratic or inconsistent care
- Child / parent relationship at risk of breakdown
- Has episodes of poor quality care
- Parental instability affects capacity to nurture
- Has no other positive relationships

**Stimulation**

- Not receiving positive stimulation; lack of new experience or activities

**Guidance and Boundaries**

- Erratic or inadequate guidance provided
- Parent does not offer a good role model e.g. by behaving in anti-social way

**Stability**

- Child has multiple carers
- Child has been looked after by L.A

**Family History and Functioning**

- Incidents of domestic violence between parents
- Acrimonious divorce / separation
- Family have serious physical and mental health problems
- Parent or sibling is in custody

**Wider Family**

- Family has poor relationships with extended family or little communication
- Family is socially isolated and limited support from extended family

**Housing**

- Poor state of repair, inadequate temporary or overcrowded

**Employment**

- Parents experience stress due to unemployment or overworking
- Parents find it difficult to obtain employment due to poor basic skills

**Income**

- Serious debts / poverty impact on ability to have basic needs met

**Family's Social Integration**

- Parents socially excluded
- **Parents experience stress without support network**
- **Community Resources**
- Poor quality universal resources and access problems to these and targeted services

**Critical – Level 4 Needs**

These children and young people have needs that are complex and enduring across many domains. They are at risk of significant harm or removal from home.

<p>1. Child’s Developmental Needs</p>	
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Critical level of health needs</li> <li>• Referral to Social &amp; Health Care may be appropriate if other concerns are present e.g. Child Has severe mental or emotional health problems or behavioural difficulties which affect development</li> <li>• Severe and / or multiple disabilities or serious health problems affecting development</li> <li>• Substance misuse or self-harming damaging health and development</li> <li>• Developmental milestones unlikely to be met</li> <li>• Early teenage pregnancy where there are concerns about young person’s ability to parent</li> <li>• Multiple A&amp;E attendances causing concern</li> <li>• Failure to thrive</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Is receiving school Action Plus provision or has a statement of special educational needs</li> <li>• Critical level of Educational Needs.</li> <li>• Referral to Social &amp; Health Care may be appropriate if other concerns are present.</li> <li>• Permanently excluded from school</li> <li>• Not attending school</li> <li>• Parental prosecution pending</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Regularly in anti-social / criminal activities / which places self or others at risk of significant harm</li> <li>• Offending behaviours likely to lead to custody / remand</li> <li>• Puts self or others in danger e.g. regularly going missing, violence towards others</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Experiences persistent discrimination e.g. on the basis of ethnicity, sexual orientation or disability. This discrimination places the child / young person at risk or is adversely affecting the child’s health in development</li> <li>• Is socially isolated and lacks appropriate role models. This places child / young person at risk or is adversely affecting the child’s health or development</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Concerns about a child who is or was previously looked after</li> <li>• Family breakdown related in some way to child’s behavioural difficulties</li> <li>• Suspected non-accidental injury</li> <li>• Child has suffered or may have suffered physical, sexual emotional abuse or neglect</li> <li>• Child has caring responsibilities that impact significantly on child’s education / health / development</li> </ul> <p><b>Social Presentation.</b></p> <ul style="list-style-type: none"> <li>• Regularly seen in inappropriate / inadequate clothing</li> <li>• Hygiene problems causing isolation affecting child’s self-esteem and development</li> <li>• Child repeatedly presenting as being hungry</li> </ul> <p><b>Self-Care Skills</b></p> <ul style="list-style-type: none"> <li>• Neglects to use self-care skills due to alternative priorities e.g. substance misuse</li> </ul>

<ul style="list-style-type: none"> <li>• Self-harming or suicide attempts linked to periods of depression</li> <li>• Disabled child or young person with permanent &amp; substantial disabilities substantially in excess of that normally required by a child or young person of the same age requires support package or review of package to meet needs</li> </ul>	
<p>2. Parenting Capacity</p>	<p>3. Family and Environmental Factors</p>
<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Severe mental or physical health needs, substance misuse or other health problems such that vital parenting roles cannot be undertaken and child at risk of significant harm</li> <li>• Failure to access adequate health care resulting in serious risk to child’s health (includes unborn child)</li> <li>• Concerns about a child in a family where parents were unable to care for previous child and child has been removed</li> <li>• Concerns about parenting of a child who is / or has been looked after or is at risk of becoming looked after</li> <li>• Concerns about parenting of child. Currently or previously on Child Protection Register</li> <li>• Child refusing to return home</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Allegation or reasonable suspicion of serious injury / abuse or neglect</li> <li>• Persistent serious domestic violence such that child is at risk of significant harm</li> <li>• Parents involved in crime which is affecting parents capacity to provide care or is significantly impacted on child’s development</li> <li>• Parents unable to keep child safe</li> <li>• Victim of crime with no support system</li> <li>• Young child left alone or unsupervised</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Parents inconsistent, highly critical or apathetic towards child leading to concerns of emotional abuse. ‘low warmth high criticism’</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• No constructive leisure time or guided play which significantly impacted on child’s development</li> </ul> <p><b>Guidance and Boundaries</b></p>	<p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Incidents of domestic violence between parents</li> <li>• Imminent family breakdown and risk of child becoming looked after</li> <li>• Significant parental discard</li> <li>• Violent towards Siblings / Parents</li> <li>• <b>Schedule One offender is living in the family</b></li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Destructive/unhelpful involvement from extended family</li> <li>• No effective support from extended family</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Physical accommodation places child in danger</li> <li>• Homelessness is not eligible for temporary housing</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Chronic unemployment that has severely affected parents own identities and has seriously impacted on their ability to parent (see parenting domain)</li> <li>• Family unable to gain unemployment due to significant lack of basic skills or long term difficulties e.g. substance misuse which affects their ability to provide basic care and parent (see parenting domain)</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Extreme poverty / debt impacting on ability to care for child and have basic needs met; food, warmth, essentials, clothing</li> <li>• Family / young person not entitled to benefits with no means of support</li> </ul> <p><b>Family’s Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family chronically socially excluded</li> <li>• No supportive network (see wider family)</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Poor quality services with long term difficulties with accessing target populations.</li> </ul>

<ul style="list-style-type: none"> <li>• No effective boundaries set by parents leading to child being beyond parental contact</li> <li>• Regularly behaves in an anti-social way in the neighbourhood leading to risk of criminal prosecution</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Child is beyond parental control</li> <li>• Child has no parent or carer / abandoned child or unaccompanied minor</li> <li>• Parent / carer has rejected child from home or is threatening to reject child from home</li> </ul>	
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## CPOMS

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 interests 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.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

The role of all school staff

School 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 be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All concerns, discussions, decisions made, and the reasons for those decisions, should be recorded in writing in CPOMS (see separate guide for all staff and volunteers). This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records must:

- be a clear and comprehensive summary of the concern
- include details of how the concern was followed up and resolved
- include the views of the child
- note of any action taken, decisions reached, outcome and process for re-referral or challenge for lack of action (escalation)
- be completed within 24 hours of the concern raised or disclosure