FOREST EDGE FEDERATION

Tutshill C of E Primary School

Woolaston Primary School

Forest Edge Federation

Governing Board

Child Safeguarding Policy

Signed:

Chair of the Governing Board

September 2026

Review: September 2027

FOREST EDGE FEDERATION

1 Objective 5

2 Implementation 5

3 Roles and Responsibilities 6

4 Equality statement 10

5 Procedures for Child Protection – ANY Staff Member 11

6 Reporting arrangements..... 12

7 Safer Recruitment 12

8 Whistle Blowing 14

9 Supporting all pupils 14

10 The content of the curriculum 14

11 E-safety 15

12 Inter-agency work 15

13 Emotional Support 16

14 Offer of Early Help- Annex C 16

15 Communication 16

16 Safer Working Practice 16

17 Allegations Management 17

18 Training 17

19 Types of abuse 17

20 Specific safeguarding issues 18

21 Bulling and Cyber bullying 19

22 Unexplainable and/or persistent absences from education..... 20

23 Elective home education 21

24 Children missing from home or care 21

25 Domestic violence..... 21

26 Drugs 23

27 Fabricated illness 23

28 Honour Based Violence (HBV) 23

29 Female Genital Mutilation (FGM) 23

30 Forced marriage..... 24

31 Gangs and youth violence 25

32 Gender-based violence/violence against women and girls (VAWG) 25
33 Hate 25 34
Mental health 26
35 Missing children and adults 26
36 Private fostering 26 37
Preventing radicalisation 27
38 Child-on-child abuse 28
39 Sexting 28
40 Serious Violence 29
41 Child Criminal Exploitation 29
42 County Lines 29
43 Child Sexual Exploitation 30
44 Child Trafficking 30
45 Child on Child Sexual Violence and Sexual Harassment 31
46 Child abduction and community safety incidents..... 33 47
Children and the Court System..... 33
48 Children with family members in prison..... 33
49 Cybercrime 34
50 Homelessness 34
51 Further areas for consideration- 34
51 Recognition of Possible Abuse: 35 52
Multi Agency Risk Assessment Conference (MARAC) 36
53 Multi Agency Public Protection Arrangements (MAPPA)..... 37
54 Legal framework 38
Annex A: Child Protection Record of Concern 39
Annex B: Child Protection Concerns Record 41
Annex C: Offer of Early Help 43
Appendix 1 – Child Protection Process 51
References 52

1 Objective

Safeguarding is protecting children from maltreatment, whether that is within or outside the home, including online. 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. It is about providing help and support to meet the needs if children as soon as problems emerge.

The purpose of this policy is to give clear direction to staff and others about the expected codes of behaviour in dealing with safeguarding issues. As a federation, we are committed to the development of good practice and using sound procedures. All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

1.1 Mandatory Reading

In accordance with KCSIE 2026, all staff, governors and volunteers are required to read Part One in full.

Annex A has been withdrawn and is no longer used as an alternative to Part One.

KCSIE 2026

Working Together to Safeguard Children 2023

1.2 Federation Child Protection Officers

- Designated Safeguarding Lead (DSL) – Mrs E Gomersall, Interim Executive Headteacher
- Deputy Designated Safeguarding Leads (Woolaston PS) – Mr B Woodcock, Mr C Rushton
- Deputy Designated Safeguarding Lead (Tutshill CofE PS) - Mrs N Fryer
- Safeguarding Governor – Dr Marion Evans Key external child protection contacts
- Gloucestershire County Council
- MASH hub: 01452 614194
- Out of hours emergency duty team:01452614194
- Local Authority Designated Officer for Allegations 01452 426994/ 01452 425017
- Allegations Management: 01452 426320
- Community Social worker: 01452 328048
- The Front Door on 01452 426565 (option 1)

2 Implementation

FOREST EDGE FEDERATION

Our policy applies to all staff, governors and volunteers working in the Forest Edge Federation. There are five main elements:

- Establishing and maintaining a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The Forest Edge Federation will therefore:

- Take time to listen to children, when the child needs to talk and share item.
- Be able to take the child to an area of the school that is familiar yet not a classroom, removing the expectation of working and behaviour. E.g. Busy Bee Hive or Infinity room.
- There are staff assigned to these rooms and children know who they are to be able to talk to them if they would prefer.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure high quality training is given to all staff
- Ensure vulnerable children are effectively supported such as providing a safe space where LGBTQ+ children can speak out or share their concerns
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- We will follow the procedures set out by the Gloucestershire Safeguarding Children's Partnership and take account of guidance issued by the Department for Education to:
- Ensure we have a Designated Safeguarding Lead and Deputy, for child protection/safeguarding, who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for Safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing board knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan. Develop effective links with relevant agencies and co-operate, as required, with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Ensure the school has robust attendance procedures such as first response phone calls to parents/carers if a pupil is absent but no reason has been provided, signing out

  procedures should pupils need to leave school early that detail the time and reason they leave and ensuring class registers are kept up to date.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

  Annex A: Child Protection Record of Concern,

  Annex B: Child Protection Concerns Record
- Ensure all records are kept securely and separate from the main pupil file and in locked locations to maintain confidentiality
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.

3 Roles and Responsibilities

3.1 Designated Safeguarding Lead (DSL)

The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care Services (CSCS), the Local Authority Designated Officer (LADO) for child protection concerns, the Disclosure and Barring Service, DBS, and the police in cases where a crime has been committed.
- Refer allegations relating to an incident where an individual or organisation was using your school premises for running an activity for children, the DSL will follow the safeguarding policy and procedures and inform the local authority designated officer (LADO), as they would with any safeguarding allegation
- With the consent of the individual the DSL will refer cases of radicalisation to the Channel programme.
- The designated safeguarding lead (DSL) will take responsibility for understanding the filtering and monitoring systems and processes in place and ensure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training
- Liaise with the Headteacher, if they are not the DSL, to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 [3] and police investigations.

- Act as a source of support, advice, and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing Early Help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where Early Help is deemed appropriate.
- Keep cases of Early Help under constant review and refer them to the CSCS if the situation does not appear to be.
- Have a working knowledge of how Local Authority (LA) conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required doing so.
- Ensure each member of staff has access to and understands, the school's Child Safeguarding Policy and procedures –Be alert to the specific requirements of children in need, including those with Special Educational Need, disability, and young carers.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings. They should also consider situations outside education or their families
- Work with the governing board to ensure this Child Protection Policy is reviewed annually and the procedures are updated regularly.
- Ensure the federation's Child Protection Policy is available publicly and parents are aware that the schools may make referrals for suspected cases of abuse or neglect, as well as the role the schools play in these referrals.
- Link with Gloucestershire Children's Safeguarding Board to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Ensure that where a pupil is placed with an alternative provider, the school continues to be responsible for the safeguarding of the pupil and is satisfied that the placement meets the pupil's needs
- Should the DSL not be available, the Deputy Designated Safeguarding Lead (DDSL) will follow the same actions as outlined for DSL.

3.2 Executive Headteacher

The Executive Headteacher has a duty to:

- Safeguard pupils' well-being and maintain public trust in the teaching profession.

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- At induction provide new staff with:
- This Child Protection Policy
- The Behaviour and Discipline Policy [4]
- The Staff Behaviour Policy- Safer working Practice [5]
- The Safeguarding response to children who go missing from Education (CME) • The role of the DSL and who they are

3.3 Governing Board

All governors are subject to an enhanced DBS check with a section 128 check. A person subject to a section 128 direction is disqualified from holding or continuing to hold office as a governor of a maintained school. The Forest Edge Federation has a Safeguarding Governor who shares information to the governing board when necessary.

- The governing board has a duty to:
- Ensure that the federation complies with its duties under the above child protection and safeguarding legislation
- Guarantee that the policies, procedures and training opportunities in the federation are effective and comply with the law at all times
- Guarantee that the federation contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2018) [2].
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 [6] to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Headteacher or another governor.
- Guarantee that there are effective child safeguarding policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) in each school within the federation to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.

- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff that work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. Gender identification, sexuality, race, culture
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Undertake training that ensures governors have the knowledge to ensure that the school's safeguarding policies and procedures are effective.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service and the Teaching Regulation Agency. If a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

- Guarantee that there are procedures in place to handle allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies, pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including that in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an Early Help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of Children in Care (CIC), and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support CIC
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep CIC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced Disclosure and Barring Service (DBS) check.

3.4 Designated Safeguarding Governor:

- Oversee procedures and take action according to Local Authority procedures. This includes where there are allegations against the Headteacher.
- Inform the Chair of Governors if allegations have been made against the Headteacher
- Will ensure this Child Protection Policy is reviewed and reported on annually to the school's governing board and meets all requirements.

3.5 Other staff members

Other staff members have a responsibility to:

- Safeguard pupils' well-being and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.

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- Ensure Forest Edge Federation procedures are in place and act in accordance with procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including that in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the Early Help process and understand their role in it.

  Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Gloucestershire County Council (GCC) Gloucestershire Safeguarding Children's Partnership (GSCP), as well as for making statutory assessments under the Children Act 1989 [3] and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to GSCP and/or the police immediately
- Be aware of and understand the procedure to follow in the event a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. Children with medical conditions may face additional safeguarding vulnerabilities due to increased dependency on adults, frequent medical intervention, barriers to communication or attendance issues. Staff will be alert to these vulnerabilities and ensure safeguarding considerations form part of support planning. The school is committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have Special Educational Needs or Disabilities
- Are Young Carers
- May Experience Discrimination due to their Race, Ethnicity, Religion, Gender Identification Or Sexuality
- Have English as an Additional Language
- Are known to be living in Difficult Situations – for example, Temporary Accommodation or where there are issues such as Substance Abuse Or Domestic Violence
- Are at risk of FGM, Sexual Exploitation, Forced Marriage, or Radicalisation
- Are Asylum Seekers

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- Are at risk due to either their own or a family member's mental health needs • Are looked after or previously looked after

The federation recognises young carers as children who may be at increased risk of emotional, social and educational disadvantage. Staff will seek to identify young carers early and ensure appropriate support, referrals and reasonable adjustments are put in place to support their wellbeing, attendance and achievement.

5. Procedures for Child Protection – ANY Staff Member

Staff must never assume someone else will take care of the situation. Any concerns MUST be passed to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL) if the DSL is off site. Safeguarding is everybody's responsibility

5.1 Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

- If you suspect abuse may have taken place but no disclosure made, the following strategies are to be employed
- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about… who what when where and how"
- Believe the child and reassure them that they were right to talk to you.

  Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
- Report the suspicion to the Designated Safeguarding Lead or to the deputy designated lead if the designated safeguarding lead is off site.
- The Designated Safeguarding Lead will take the appropriate action.

5.2 Disclosure

- Allow the child to talk – ask only open questions e.g. "Can you tell me more about…."
- Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring.
- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
- Reassure the child that they were not to blame and they were right to talk to you.
- Ask the child if they have told anyone else.
- Keep an open mind.

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- Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
- Establish details of full name, D.O.B. address and names of parents/guardians.
- Report to the Designated Safeguarding Lead who will contact the Social Services Department as necessary.

5.3 Emergency Procedures

If the designated Person or Headteacher are not available, establish the facts and details as above and contact;

- The MASH team (Glos) 01452 426565 Monday – Friday 08.00 – 17.00 or the Police on 101
- Ask for Social Services – Children and Families.
- Ask for the Duty Social Worker
- Check to see if the family are already known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social services will contact the police (Child Protection Unit) as necessary.
- If action is taken, follow up the phone call with a referral form.

6 Reporting arrangements

Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on My Concern, a secure online safeguarding database. If you are in any doubt about whether to record something, discuss it with the DSL.
In response to the Individual Inquiry into Child Sexual Abuse, copies of all safeguarding records are kept indefinitely on our My Concern platform as well as being sent on to the schools the children attend after this, or to county if they become Electively Home Educated.
The GSCE guidelines on maintaining records and logs of safeguarding issues, section 2.5 explains that, the DSL is responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan (previously called being 'on the Child Protection Register') and making sure that records are passed on when a child transfers school/setting in any circumstances. Since May 2000, when a child transfers schools/settings, the Headteacher must send to the new school/setting (maintained or independent and mark as strictly confidential for the DSL). If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file and is sent for the attention of the DSL. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. The school will pass on:

- The completed statutory transfer form (Electronic CTF)
- All educational records relating to the child, including copies of the pupil reports. Any information regarding child protection concerns will be transferred via a My Concern transfer where possible, and where not possible by downloading this from My Concern and sending a paper copy of information.

If the school is unclear where a pupil is moving, the Executive Headteacher will follow the Children Missing Education guidance and liaise with the Education Entitlement and Inclusion team before deleting the pupil's name from the school admissions register. The school should also check the National Missing Children database for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known.

See https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/children-missing-education/ or email missingpupils@gloucestershire.gov.uk

The DSL will monitor attendance patterns and refer to the Education, Entitlement and Inclusion team where appropriate, collate the appropriate information for reports to be presented at Child Protection Conferences, maintain records and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference. They will also maintain up to date written records of visits from other agencies that are scanned into the My Concern system.
This gives responsibilities to keep information accurate, relevant and secure and to ensure that there is a justification for holding the information. Data Protection is not a barrier to sharing information between professionals but ensures that information is shared appropriately. Individuals have a right of access to information held about themselves but there are exemptions to this. The school will always take advice via the Safeguarding Children Service or from the setting's own legal adviser before providing access to Child Protection (Safeguarding) records.

Records:

- Records are maintained on the school's secure, online Record Keeping system, My Concern
- Records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcomes.
- Some paper-based records are kept, that were collated prior to the date that the school transferred to My Concern online. They are held in a secure, locked cabinet.
- Records are accurate, relevant and secure. They contain personal data and their use will comply with the new Data Protection Act 2018. Reference will be made to made to the DfE Data Protection for Schools toolkit (2023) to support staff and governors to understand the law, develop data protection policies and know what and where to store data.
- Records are shared appropriately, using the guidance as set out in the HM Government guidance on Information Sharing July 2018 and in accordance with the guidance in the KCSiE September 2022
- Records are used for reports to be presented at Child Protection Conferences and other multi agency meetings, including TAC (Team Around the Child) and Strategy Meetings
- Records are securely maintained and managed so as to ensure the school is able to make the education contribution to for example, Child in Need, or Child Protection Plans.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. In addition:
- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and preemployment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

7 Safer Recruitment

The Executive Headteacher and Deputy Headteachers are trained in safer recruitment and there are always at least two members of the governing board who are trained. The Federation Safer Recruitment policy is implemented. The school will inform shortlisted candidates that it might conduct an online search as part of due diligence checks in recruitment. The federation will keep copies of documents for all new staff proving their identity and their right to work in the UK, these documents will be stored in a personnel file kept in a locked cabinet. The federation has a policy regarding the employment of ex-offenders. All new staff are required to complete a self declaration with their offer of employment. Prohibition checks with be carried out on all staff with qualified teaching status and also those involved in teaching work.

The federation recognises the removal of the supervision exemption from regulated activity under the Crime and Policing Act 2026. Where volunteers, contractors or other adults regularly teach, train, instruct, care for or supervise children, regulated activity requirements and associated DBS processes will be applied in accordance with current statutory guidance.

8 Whistle Blowing

Forest Edge Federation has adopted the Gloucestershire County Council Whistleblowing Policy which all members of staff have received and have signed to say they have read and understood. The federation creates a culture and environment where staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. All staff understand the processes and procedures to follow if they have a safeguarding concern about another staff member.

9 Supporting all pupils

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. 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 Forest Edge Federation will endeavour to support the pupil through access to services such as the Trailblazers Mental Health Support team and through actively seeking advice from relevant agencies such as Social Services and inclusion.

10 The content of the curriculum

The curriculum at schools within the Forest Edge Federation is designed to ensure all children are valued, thought of and catered for. The Behaviour and Discipline Policy allows for all children to be shown respect and for children to show respect.

Within the Federation, the Schools' ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

The Behaviour and Discipline Policy takes into consideration all pupils including those needing additional support or those with Special Educational Needs or Disabilities (SEND). The school will ensure that pupils know some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred. Forest Edge Federation is aware that children with SEND may need additional pastoral support within class.

All pupils at Forest Edge Federation schools receive Relationships Education and Health Education.

11 E-safety

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, online hoaxes and challenges and radicalisation and technology often provides the platform that facilitates harm. Whilst regulation and technical solutions are very important, within the Federation we also educate our pupils to take a responsible approach. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

The federation maintains clear procedures for the use of mobile phones and smart devices by pupils, staff, volunteers and visitors. Safeguarding considerations relating to online activity, photography, social media and AI-enabled applications will form part of annual policy reviews. If pupils persist in using phones during school times then all phones will be collected at the start of the school day and stored safely until the end

of the school day. At Forest Edge Federation we provide safe and open spaces for children to ask questions and share concerns about what they experience online without being made to feel foolish or blamed. Where there are concerns with what has been viewed outside school or if we are made aware of any online hoaxes or challenges we will inform parents and carers. Where harmful online challenges or online hoaxes appear to be local (rather than large scale national ones) local safeguarding advice, such as from the local authority or local police force, will be sought.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adult, online hoaxes
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying, online challlenges.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum. The federation works closely with our IT provider, Focus Network, to ensure there is appropriate filtering and monitoring on school devices and networks.

The federation will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- The Co Executive Headteachers, Governing Board and IT provider will formally review the effectiveness of filtering and monitoring systems at least annually. Records of these reviews will be maintained and reported to Governors
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet its safeguarding needs
- Apply safety precautions to use Generative AI safely
- Apply filtering and monitoring requirements to the use of generative AI in education.

Artificial Intelligence (AI) and Emerging Technologies

The federation recognises that advances in artificial intelligence present both educational opportunities and safeguarding risks. Staff will be alert to:

AI-generated child abuse material.

Deepfake and digitally manipulated images.

Nudification applications and image manipulation technologies.

AI-enabled grooming and exploitation.

Misinformation and disinformation generated through AI platforms.

The inappropriate use of generative AI by pupils or adults.

Concerns relating to AI-generated content will be treated as safeguarding concerns and referred to the DSL in line with safeguarding procedures. Staff and pupils will be taught to use artificial intelligence safely, critically and responsibly.

12 Inter-agency work

Forest Edge Federation Schools will liaise with other agencies to support the pupil such as social services, Child and Young People's Service, Education Welfare service and Educational Psychology Service. When a pupil with a Child Protection Plan leaves a Forest Edge Federation School, we will ensure their information is transferred to the new school immediately and that the child's social worker is informed.

Members of staff may be asked to contribute to Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk Assessment Conference (MARAC), meetings as necessary.

13 Emotional Support

An adult must not promise confidentiality to any child, they may be required to disclose information which they may have concerning abuse. If a child asks a member of staff to keep a secret, they must be assured sensitively that the information may have to be shared. The school accepts that children with behavioural difficulties and disabilities are the most vulnerable to abuse. Adults who work with these children need to be particularly sensitive to signs of abuse. Staff in both settings understand the need to take time to provide understanding to what the child may be saying. Again, staff at both settings will use additional methods to allow children to talk them- through drawing or Lego therapy. It must also be stressed that in a home environment where there is drug, alcohol or domestic violence children may also be vulnerable and in need of support and protection.

14 Offer of Early Help- Annex C: Families First

Families First is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing Families First support is more effective in promoting the welfare of children than reacting later. Families First means providing support as soon as a problem emerges, at any point in a child /young person's life. Effective support relies on local agencies working together to identify children and families who would benefit from Families First help. The federation will work with Family Help services and other safeguarding partners to provide timely intervention, support and protection for children and families where additional needs are identified. Staff receive regular training, they are aware of what is in the schools and how to access it.

Staff will work with the families to understand the needs and to support and signpost families where needed. The Schools use The Gloucestershire Directory, hold Team around the Family, TAF, and Team around the Child, TAC meetings, we ensure secondary or pre-school settings are invited to attend these meetings also. Some groups of children may be more likely to need early help than their peers. These include children who:

- have special educational needs
- are disabled
- are young carers
- are showing signs of being encouraged into anti-social or criminal behaviour
- experience difficulties at home, such as domestic abuse, parental substance abuse or parental mental health problems
- are at risk of being affected by organised crime and county lines
- are in care, leaving care or preparing to leave care
- have poor attendance at, or are excluded from, school
- have experienced multiple suspensions, is at risk or being permanently excluded from school and in Alternative Provision or a Pupil Referral Unit
- are young parents (or about to become young parents)
- are experiencing housing issues
- misuse drugs or alcohol
- are viewing harmful online content or experiencing inappropriate or unsafe online relationships
- are being bullied or bullying others
- have poor general health
- have mental health issues

15 Communication

Parents and carers can access the school Child Protection policy and other key policies relating to their child on the School website. Staff receive regular safeguarding updates and annual safeguarding training provided by both the DSL or outside providers. Safeguarding is an agenda item on the weekly staff meetings and school Teaching Assistants (TAs) receive safeguarding updates in weekly TA meetings.

16 Safer Working Practice

All staff are required to read the document "Keeping Children Safe in Education" and sign to say they understand the document and know how to access it for future referral. All staff complete online Channel and Prevent training and online Female Genital Mutilation (FGM) training as part of their Forest Edge Federation Child Protection Induction.

17 Allegations Management

We follow procedures for dealing with allegations against any staff working/volunteering with children which are laid out in the Gloucestershire Child Protection Procedures [9]. The governor for Safeguarding (Child Protection) or the Chair of Governors may be required to act should an allegation be made against the Headteacher.

There are four areas that determine Allegations Management for school staff:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Added in KCSiE 2020: 'behaved or may have behaved in a way that indicates they may not be suitable to work with children' – this refers to behaviour outside of school that could impact on their suitability to work with children

Gloucestershire Local Authority has a Designated Officer (LADO) for allegations against staff/volunteers who will be informed if there is an allegation against a member of staff, on 01452 426994. Nigel Hatten, LADO (Local Authority Designated Officer) nigel.hatten@gloucestershire.gov.uk

It is important that no investigation is carried out without first having a discussion with the Local Authority Designated Officer (LADO).

18 Training

The DSL, DDSL and the Safeguarding Governor will attend multi-agency training relevant to their role. All members of school staff, volunteers and governors will undertake basic child protection training every three years. All staff will also receive safeguarding training that includes awareness of the indicators of abuse, neglect and exploitation and understanding their expectations, roles and responsibilities around filtering and monitoring as part of online safety. Throughout the year staff are constantly updated on safeguarding/child protection approaches and concerns.

All staff, including governors, volunteers, temporary and supply staff, are required to read and understand Part One of KCSIE 2026. The previous Annex A summary has been removed from KCSIE and is no longer an alternative reading requirement. Staff and governors must sign an annual declaration confirming they have read and understood Part One and have received safeguarding updates throughout the year. All staff and governors must sign a declaration at the start of the academic year to say they have read and understood KCSIE.

19 Types of abuse

19.1 Neglect:

The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

19.2 Physical Abuse:

- Deliberate or intended injury to a child. e.g.
- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning, Female genital mutilation.
- Deliberate inducement or fabrication of an illness.
- Sexual Abuse:
- Actual or likely sexual exploitation. e.g.
- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non-contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement) • Child Sexual Exploitation (CSE), and 'grooming' on social networking sites

19.3 Emotional Abuse:

Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

19.4 Child Sexual Exploitation (CSE)

- When a child or young person under the age of 18 is in a relationship with an adult (over 18), even if they claim to be a friend /boyfriend, and if this person is offering something (e.g. food, accommodation, drugs, alcohol, cigarettes, gifts, money) in exchange for sexual activities, this is considered to be child exploitation. See paragraph 37 for more information.

20 Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness

- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- serious violence
- trafficking
- Child on Child Sexual Violence and Sexual Harassment
- County lines
- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- cyber crime
- homelessness

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

21 Bulling and Cyber bullying

21.1 Anti-Bullying

Forest Edge Federation takes bullying very seriously and appreciates the misery that comes from young people being bullied. Our Anti Bullying Policy is available on each school website for reference.

21.2 Gender identity and sexuality; sexist, sexual and transphobic bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Behaviours displayed in these forms of bullying are in many cases similar to those of other forms of bullying, but there is the additional element of inappropriate or coercive sexual behaviours, which can in extreme cases constitute criminal behaviour such as sexual abuse. Some of the behaviours associated with sexist, sexual or transphobic bullying, such as the use of sexist or inappropriately sexual language, can sometimes go unchallenged in schools as school staff are unsure how to respond appropriately. Examples of some behaviours which may be seen in instances of sexist, sexual or transphobic bullying include: - inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing he/she pronouns) and the display or circulation of images of a sexual nature.

Sexual and sexist bullying is a form of violence against women and girls as it disproportionately impacts on girls and young women. Girls are more commonly at risk from sexual and sexist bullying and this is a crucial issue to address because of its relationship to the broader issue of violence against women in society. However, boys have also reported being subjected to sexual or sexist bullying (as shown in data provided by ChildLine), and transphobic bullying may be targeted towards young people of either sex. It is important to note the links to homophobic bullying as young men are bullied when they do not fit in to heterosexual gender roles.

Schools must respond to this type of bullying as they are responsible for safeguarding the health and wellbeing of their pupils, which can be adversely affected by bullying. Sexist, sexual and transphobic bullying can damage lives. It may cause fear and anxiety, increase the likelihood of self-harm and limit aspirations and achievement. The effects of exposure to bullying can last well into adulthood.

21.3 Cyberbullying or cyber harassment

Is a form of bullying or harassment using electronic means. It has become increasingly common, especially among teenagers. Harmful bullying behaviour can include posting rumours, threats, sexual remarks, a victims' personal information, or pejorative labels (i.e., hate speech. Bullying or harassment can be identified by repeated behaviour and an intent to harm. Victims may have lower self-esteem, increased suicidal ideation, and a variety of emotional responses, including being scared, frustrated, angry, and depressed. Cyberbullying may be more harmful than traditional bullying. All children are taught how to safe on the internet. Staff receive training in this area to support children and parents.

22. Unexplainable and/or persistent absences from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Children absent for prolonged periods refers to 'any child of compulsory school age who is not registered at any formally approved education activity eg school, alternative provision,

elective home education, and has been out of education provision for at least 4 weeks'. Children being absent from school repeatedly and/or for prolonged periods, as well as children missing education, can act as a warning sign of potential safeguarding issues. Children absent for prolonged periods are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming not in education, employment or training (NEET) later in life. Early intervention is essential to help prevent the risks of a child going missing in future. The federation attendance policy is aligned to the statutory DfE guidance Working Together to Improve School Attendance.

Any professional should alert the Access to Education Team at Gloucestershire County Council if they suspect that a child might be missing from education. Further guidance and the relevant forms and contact details are in the school response to children missing education guidance.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after making reasonable enquiries, to establish the whereabouts of the child. This only applies if Forest Edge Federation does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable causes.
If parents choose to home school their child the elective home school department at Gloucestershire County Council will be informed immediately using the required forms and accompanied by written confirmation from the parent. Until this is complied with the pupil remains on roll at the school. Staff are all aware of the school procedure for children absent for prolonged periods.

23. Alternative Provision Providers

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure that the placement meets the pupil's needs. The federation will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the federation of any arrangements that may put the child at risk (i.e. staff changes), so that the federation can ensure itself that appropriate safeguarding checks have been carried out on new staff. The schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. The federation will regularly review, at least half termly, to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

23. Elective Home Education

Many home educated children have a positive learning experience however, f the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, the local authority will be informed then they will review the plan and work closely with parents/carers.

24 Children missing from home or care

Forest Edge Federation has continually updated contact details for all children. Guardians of children in care work closely with the school to keep both sides informed of the child's wellbeing.

Safeguarding and promoting the welfare of children is a key duty on local authorities and requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care.

25 Domestic violence

The UK's cross-government definition of domestic abuse is:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to: psychological, physical, sexual, financial, and emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

*Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.**

**This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group." (Home Office, 2013)*

All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children
- Aware of the impact on children of all children of all forms of domestic abuse including where they see, hear or experience its effects
- There is clear evidence that domestic abuse increases the risk of harm to children.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill treatment of another.

25.1 Operation Encompass (Domestic Abuse)

As part of the Forest Edge Federation's commitment to keeping children safe we have signed up to implement the principles and aims of Operation Encompass. The purpose of Operation Encompass is to support children and young people who are affected by domestic abuse.

Following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to nominated school/setting staff. This will ensure that the school/setting is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

In signing up to Gloucestershire Encompass the Governing Board and Federation Leadership Teams:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

26. Drugs

If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that substance misuse in pregnancy can have a serious effect on the unborn child.

27. Fabricated illness

There are four main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

28 Honour Based Violence (HBV)

Honour Based Violence, is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities. Where a culture is heavily patriarchal HBV may exist.

Additionally, faith abuse can include, belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

29 Female Genital Mutilation (FGM)

Female genital mutilation (FGM), sometimes known as 'female circumcision' or 'female genital cutting', is illegal in the UK. It's also illegal to take abroad a British national or permanent resident for FGM, or to help someone trying to do this.

Signs and Symptoms of Female Genital Mutilation

- A child talking about getting ready for a special ceremony
- A family arranging a long break abroad
- A child's family being from one of the 'at risk' communities for FGM
- Knowledge that an older sibling has undergone FGM
- A young person talks about going abroad to be 'cut' or get ready for marriage
- Things that may indicate a child has undergone FGM
- Prolonged absence from school or other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between their legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection

29.1 Disclosure

If there's immediate danger Contact the police if you or someone you know is in immediate danger of FGM.

You should also contact the Foreign and Commonwealth Office if you know a British national who's already been taken abroad.

- Foreign and Commonwealth Office
- Telephone: 020 7008 1500
- From overseas: +44 (0)20 7008 1500

If you or someone you know is at risk or if you're worried that a girl or young woman is at risk or is a victim of FGM contact the NSPCC anonymously. NSPCC FGM Helpline

- Email: fgmhelp@nspcc.org.uk
- Telephone: 0800 028 3550
- From overseas: +44 (0)800 028 3550

30 Forced marriage

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. 'A forced marriage' is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

31 Gangs and youth violence

Within the Forest Edge Federation, we recognise that 'early intervention' can include anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential. For example, the curriculum should include teaching conflict resolution skills, understanding risky situations, and violence and abuse should be clearly defined so that young people know when to seek help. It is vital that teachers understand the area that they work in.

32 Gender-based violence/violence against women and girls (VAWG)

Violence against women and girls (VAWG) covers a range of unacceptable and deeply distressing crimes, including domestic violence and abuse, sexual violence and child sexual abuse, stalking, so called 'honour based' violence - including forced marriage and female genital mutilation (FGM), gang related violence, and human trafficking.

Violence can affect women and girls regardless of their age, race or religion, their socioeconomic background, sexual orientation or marital status. Violence takes place in every locality across the UK and can happen in relationships, in families and in communities. We need to ensure each area has embedded a local infrastructure that raises awareness of VAWG among local agencies and people, encourages earlier disclosure and reporting by victims and survivors, and uses multi-agency approaches effectively to understand and meet the support needs of victims, survivors and family members, through recovery and on to sustainable, positive life outcomes.

Whilst gender crimes are disproportionally aimed at women, men can suffer too. The federation recognises the increased emphasis within KCSIE 2026 on preventing violence against women and girls,

addressing misogyny and challenging harmful attitudes and behaviours at an early stage. Through curriculum provision, staff training and safeguarding processes, the federation promotes respectful relationships, equality and the reporting of harmful behaviour.

33 Hate

The police and Crown Prosecution Service have agreed a common definition of hate incidents. They say something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation.

This means that if you believe something is a hate incident it should be recorded as such by the person you are reporting it to. All police forces record hate incidents based on these five personal characteristics. Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child. At all schools in the federation, as part of their vision and ethos, they teach their children to be respectful and tolerant to all. This permeates our curriculum- both formal and informal.

34 Mental health

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff should not assume poor mental health is solely a medical issue and should consider whether safeguarding concerns may be contributing factors.

When we talk about mental health problems we mean:

"Diagnosable mental health conditions, like depression, anxiety disorders, schizophrenia, bipolar disorder and personality disorders. Mental health problems affecting mothers and fathers during the perinatal period, in pregnancy and after birth, can include anxiety, depression and postnatal psychotic disorders" (Hogg, 2013).

"Vulnerability to mental health problems can be the result of negative or stressful life experiences such as poverty, unemployment, physical illness, disability, social isolation, relationship breakdown or childhood abuse or neglect" (Cleaver, 2011)

If a parent or carer has a mental illness, it is important not to make assumptions or generalise.

However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected such as attendance issues or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

Within the Federation we promote open channels of communication and encourage parents, where possible to talk with us. We understand that children may internalise and worry about their parents so children are supported with their emotion through conversation with staff, nurture provision and play therapy.

35 Missing children and adults

Forest Edge Federation uses early intervention to help signpost families to agencies should they need support. It is hoped this will enable parents and families to stay in their area. Where the school does have concerns regarding a family, contact would be made to appropriate service as it is for children missing education.

36 Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. At Forest Edge Federation we will contact the necessary Safeguarding Boards to pass information on.

The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005 [12].

The term 'Children in Care (CIC) and Looked After Children (LAC), means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

37 Preventing radicalisation

As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Within the Forest Edge Federation, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. ALL staff and Governors will undertake PREVENT training.

37.1 Definitions and Indicators:

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

It is important for the members of Forest Edge Federation to be constantly vigilant and remain fully informed about the issues which may affect the children we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here', remembering that radicalisation also refers to the promotion of white supremacist views and groups. It is also important to remember that some children may be more susceptible to radicalisation.

Indicators of susceptibility include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation, and low self-esteem; they may have dissociated from their existing friendship group and become more involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration?
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are susceptible to radicalisation for the purposes of violent extremism.

Possible signs of radicalisation include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.

Staff must ensure they refer any concerns of this nature to the designated safeguarding lead.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE, provision is embedded across the curriculum, and underpins the ethos of our schools. It is recognised that children with low aspirations are more susceptible to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

38 Child-on Child Abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. Upskirting is also an example of child-on-child abuse. KCSIE states "Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm". Since April 2019 upskirting has been a criminal offence in England and Wales. These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Senior leaders and teachers will sanction pupils whose conduct falls below the standard.

Child-on-child abuse may include sexual harassment, sexual violence, misogynistic behaviour, image-based abuse, online abuse, coercive behaviour, initiation/hazing behaviour and abuse facilitated through technology, including artificial intelligence. Such behaviour will never be dismissed as banter, part of growing up or harmless.

39 Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

a. trading nudes
b. dirties
c. pic for pic.

The safeguarding curriculum at our Schools allows staff to talk to children and address these issues. All staff are aware that should an incident of sexting be discovered, that it will be reported to the DSL who will manage the situation in line with Forest Edge Federation policy.

40 Serious Violence

Children can be at risk from involvement with serious violent crime such as knife and gun crime and county lines gangs. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These indicators may include

- they have been the victim, perpetrator or alleged victim of serious violence
- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

When a young person begins to show these signs of exploitation or a vulnerability to exploitation, they are at increased risk from Serious Violence. It is vital staff intervene and report concerns as early as possible to enable effective support to be put in place.

41 Child Criminal Exploitation

Children can be at risk from involvement with serious violent crime such as knife and gun crime and county lines gangs. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These indicators may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

When a young person begins to show these signs of exploitation or a vulnerability to exploitation, they are at increased risk from Serious Violence. It is vital staff intervene and report concerns as early as possible to enable effective support to be put in place.

42 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to

techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

43 Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. This is called grooming. They may trust their abuser and not understand that they're being abused.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.

CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.

- Signs of sexual abuse and grooming
- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, places or situations.
- Bring secretive.
- Sharp changes in mood or character.
- Having money or things they can't or won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.

44 Child Trafficking

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage

- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

45 Child on Child Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support

45.1a Sexual violence

It is important that the staff at Forest Edge Federation Schools are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

For the purpose of this policy, Forest Edge Federation has adopted the DfE's definition, when referring to sexual violence; we are referring to sexual offences under the Sexual Offences Act 2003 [13]as described below:

i. Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

ii. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

iii. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

b. *What is consent?*

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

i. a child under the age of 13 can never consent to any sexual activity;

ii. the age of consent is 16;

iii. sexual intercourse without consent is rape.

c. *Sexual harassment*

For the purpose of this policy, Forest Edge Federation has adopted the DfE's definition, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

i. sexual comments, such as: telling sexual stories,

ii. making lewd comments,

iii. making sexual remarks about clothes and appearance iv. calling someone sexualised names;

v. sexual "jokes" or taunting;

vi. physical behaviour, such as: deliberately brushing against someone,

vii. interfering with someone's clothes (the Federation will consider when this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)

viii. displaying pictures, photos or drawings of a sexual nature; ix. online sexual harassment. This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

x. non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);

xi. sexualised online bullying;

xii. unwanted sexual comments and messages, including, on social media; and • sexual exploitation; coercion and threats.

Within the Federation, where staff have concerns regarding a child, they will report to the DSL who will manage the situation in line with this Child Protection policy.

46 Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. At Forest Edge Federation we give our pupils safety advice and the local PCSO also gives the children a 'Stranger Danger' talk.

47 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for any crimes they have witnessed. Appropriate support will be provide for pupils who need to attend court hearings using the government publication:
Going to Court

48 Children with family members in prison

When it is a parent in prison, children and young people can feel isolated and ashamed. They may have been told not to talk about the situation, or may not know the words to use in order to tell friends and others in the family what has happened and how they are feeling. If the crime was serious in nature, there is the potential that other families will know what has happened and the child could have to live with the resultant embarrassment. Where a child or young person has a parent or other close family member in prison, they may have been witness to or involved in the act(s) that had led to the prison sentence. The Police may have raided the home, there may be gang involvement, substance misuse, parental mental ill health or domestic abuse. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The federation will use the National Information Centre on Children of Offenders, NICCO, resources to provide information to support professionals working with the children of offenders, to help mitigate negative consequences for those children. At Forest Edge Federation we will remain open minded as to what issues may be impacting on the child and we will ensure we provide effective support for the pupil.

49 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will refer into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

50 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Local contact information:

Housing Options Team on 01594 810000

email housing.advice@fdean.gov.uk

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or
discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

51 Further areas for consideration-

51.1a Learning disability of parent or carer

If a parent or carer has a learning disability, it is important not to make assumptions or generalise.

Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

51.1b Persistent offending behaviour of parent or carer

If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised.

For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child. Where this is identified and considered a risk a referral following the Gloucestershire Child Protection referral process will be made.

52 Recognition of Possible Abuse:

It is extremely difficult to determine if abuse has occurred and children may not feel ready or know how to tell someone they are being abused. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure
- Non accidental injury, bruising or marks
- Explanation inconsistent with injury
- Several different explanations for an injury
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn
- Attention seeking
- Hyperactivity
- Poor attention

- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness
- Reduced response
- Frozen watchfulness
- Nightmares
- Anxiety/irritability
- Abdominal pain/headaches
- Poor self-esteem
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings
- Excessive or inappropriate masturbation
- Self-harm/eating disorder
- Frequent visits to the toilet (urinary infection)
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones
- Honour based violence, disputes within the community and forced marriage

53 Multi Agency Risk Assessment Conference (MARAC)

In Gloucestershire MARAC meetings are held in the county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury
- Gloucester
- Forest
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides

professional support to all those at risk and that reduces the risk of harm.' (Please see www.caada.org.uk for more information about the process and to view the Education toolkit for MARAC.)

Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Safeguarding Lead or offer the support directly to the child. However, Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999, cruenquiries@gloucestershire.pnn.police.uk

For any more information on this process please contact - Strategic County Domestic Abuse and Sexual Violence Co-ordinator- telephone 01242 247933

54 Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind within the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYP/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYP. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website. (https://www.gov.uk/search?q=mappa+report) 43 Legal framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

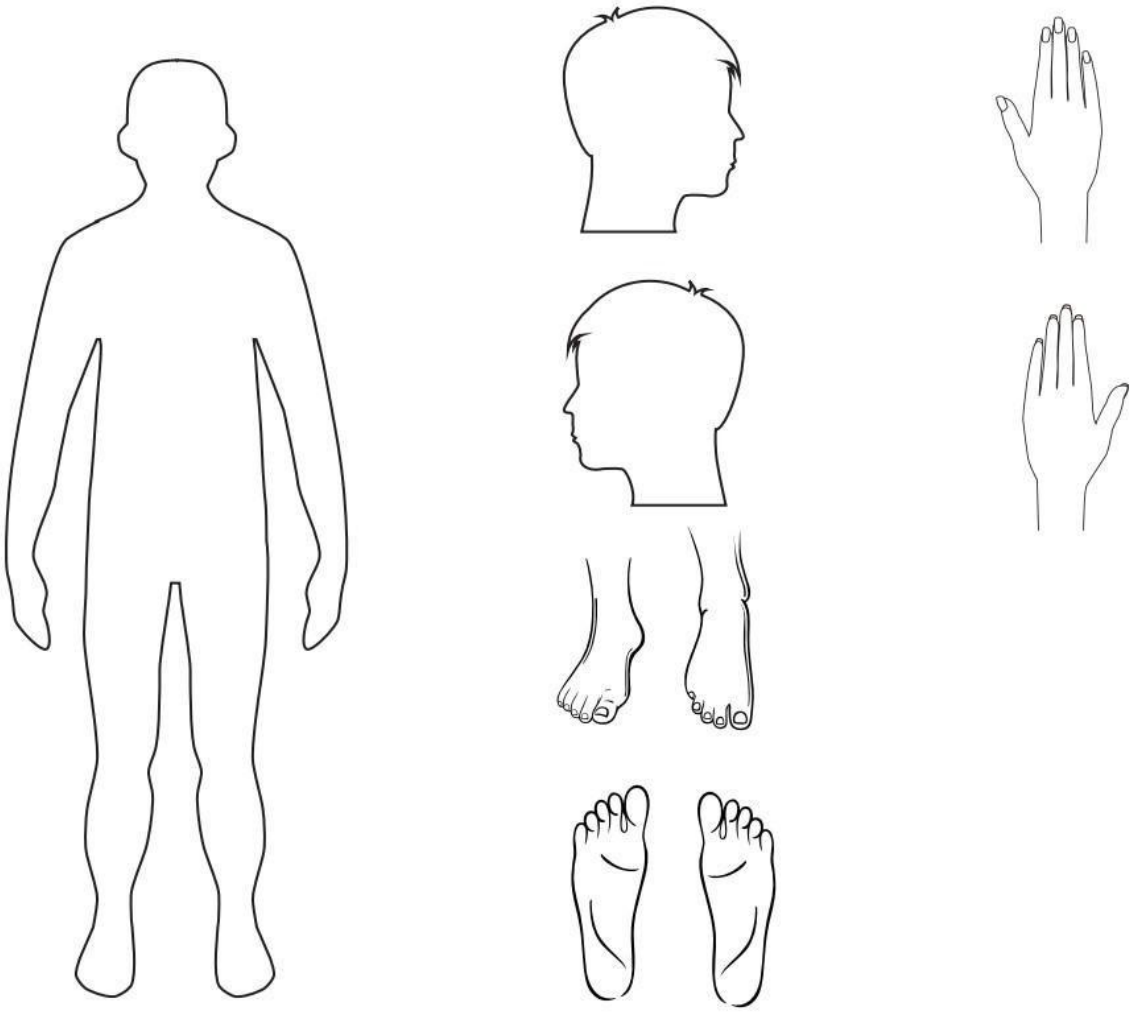
53.1 Legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Data Protection Act 1998
- The Childcare (Disqualification) Regulations 2009

53.2 Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2026) 'Keeping Children Safe in Education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2026) 'Working Together to Improve School Attendance'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2022) Behaviour and Discipline in Schools: Guidance for Headteacher and Staff.
- DfE (2018) Sexual Violence and Sexual Harassment between in school and colleges

ANNEX A – body map for physical injuries



Annex C: Offer of Early Help

Offer of Early Help

Definition: "Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any

FOREST EDGE FEDERATION

point in a child's life, from the foundation years through to the teenage years" Working Together to Safeguard Children", DfE, March 2015

Need	Support on Offer	Who in school to ask about help.
Attendance	Attendance policy, reviewed annually. Attendance monitored termly. Letters are sent to parents to inform them of child's attendance if at a level warranting concern. Attendance celebrated by the school with 100% attendance certificate. Whole school attendance reported weekly to children in assembly and parents in the weekly newsletter. Current measures in school prevent this. • First Day Contact. • Home liaison. • Attendance plans/ parental support. • Attendance reward. • Breakfast Club. • School nurse referral • LA support • Families First referral • Legal Intervention.	Attendance office School Business Manager Head Teacher.
Curriculum	PHSE E safety GHLL Nurture provision	PSHE Coordinator IT Coordinator Deputy Headteacher Executive Headteacher Safeguarding Governor Curriculum Governor
Nurture Provision	Forest Edge Federation Schools offers pastoral provision for pupils who are displaying social and emotional difficulties.	Pastoral Teachers
E-Safety	E-safety is a continuing part of our school curriculum. On the school website parents and carers can find help with e-safety on the school website. As well as weekly lessons and ongoing curriculum input, the school pays attentions to internet safety week. Lots of resources are given out during this time. CEOPS- Thinkyouknow. https://www.thinkuknow.co.uk/	Class Teacher DSL/DDSL Deputy Headteacher Headteacher

Need	Support on Offer	Who in school to ask about help.

FOREST EDGE FEDERATION

Behaviour/Bullying Including peer on peer abuse	Within the Forest Edge Federation, we want to know immediately if there are any issues so we can tackle concerns. School is able to deliver lessons that are relevant to the children that need help/support. Whole school behaviour policy is shared with staff and pupils. The school has a clear and visual approach which is also used at lunchtimes and at school clubs. Universal support for all through PSHE programme and the SCARF curriculum. There is a safeguarding Governor that monitors the curriculum and reports to the governing board. The school is able to provide bespoke support to children using a range of strategies including Programmes of support within school, (nurture provision, Fizzy and life skills intervention sessions, play therapy) My Plan, My Plan + We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.ghll.org.uk) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gscb.org.uk (Gloucestershire Safeguarding Children's Partnership) Parenting and Family Support - Family Lives (Parentline Plus) Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.	Class teachers. Head Teacher. SENDCo
Emotional/Mental Health CYPS- Children and Young people's services.	My Plan, My Plan + Educational Psychology Service Referral to specialist behavioural support teachers and workers, including the teens in crisis. Use of the worry monster, followed up by class teachers. Liaison with parents for referral to GP The school will also work with outside agencies to support and add to referral to CYPS. Within the Forest Edge Federation, our nurture provision is able to work with children to support their emotional and mental wellbeing.	Class Teacher SENDCo, DSL, DDSL. Head Teacher for referral to family support worker.
Trailblazers	As a Trailblazer school we are able to access support from Mental Health Support Teams. The Mental Health Support Teams' (MHSTs') main role will be to provide earlier care for children and young people who may be experiencing mild to moderate or early symptoms of mental health problems, which tend to be outside the scope of traditional NHS services. The Trailblazer programme can also provide training for parents/carers regarding self harm and developing resilience as well as well-being sessions and advice about using restorative practice approaches to support behaviour management at home.	Nurture Teachers

Bereavement	There may be times in a child's primary school life, that they experience bereavement. Staff at the school receives training updates in how to support families at such times. The school has access to Winston's Wish and support material that they can offer. If needed, Forest Edge Federation Schools are able to offer space for counsellors to come to the school to work with children or families.	Headteacher

Need	Support on Offer	Who in school to ask about help.
Universal Support for al pupils and families	Gloucestershire Family Information Service (FIS) is a great place to find impartial advice on childcare, finances, parenting and education. The service does not just provide support/advice for parents but also professionals. The service supports people aged 019 (25 for people with additional needs). Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk Or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glosfamilies.org For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability 'Local Offer' website: Glos Families Directory All staff are able to support families if they need advice. If the member of staff is unaware they will always be able to signpost to the correct place or agency. The School Office is open from 8.45am-4.00pm. If you would like to speak to your class teacher or the Headteacher, please contact the office via telephone or email to make an appointment. Telephone: 01594 529270 Email: office@woolaston.gloucs.sch.uk office@tutshillcofe.gloucs.sch.uk	Direction by Headteacher Deputy Headteacher SENDCo
Home school support	All of our Early Help is offered in partnership with parents and carers. Support for online learning, school resources and ways to help you help your children can be found on the school website. Parents of reception children will receive training sessions to help you understand how to teach early reading and writing.	Headteacher Deputy Headteacher SENDCo Class teacher
Gloucestershire Safeguarding Children's Board GSCB	http://www.gscb.org.uk Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.	Headteacher/Designated Safeguarding Lead

Family Issues	There may be times when parents or children have a question that you just don't know the answer to. Please contact the School Office who will pass your query, where possible, to the necessary person. Support for procedures and routines, as appropriate, i.e. secondary school application, appointments, form filling. Should the school not be able to help, please contact Gloucestershire County Council Admissions. Referral to external support, Families First through the Early Help Hub.	Class Teacher Head Teacher. DSL DDSL SEN Coordinator

Need	Support on Offer	Who in school to ask about help.
Children and young people with need and their families.	Within Gloucestershire Families First (co-ordinated by Families First Plus) provide multi-agency support for children and families. A telephone call to discuss a possible referral is helpful before making written referral. Parents must consent to a referral. School actively refer to when appropriate. Referrals go to the Families First (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this Families First. The referral meeting is a multi-agency discussion to decide the best way forward: Families First/Families First Plus: Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk Tel:01452 328076 These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for coordinating support for vulnerable children, young people and their families. Support provided includes: • Support for school and community based lead professionals working with children and families; • Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; • Work in partnership to support children with special educational needs in school; • Advice and guidance from a social work perspective on a 'discussion in principle basis'; • Signpost children with disabilities and their families to access activities and meet specific needs; • Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.	Please see last column
Health Needs	Assistance with finding support for attending medical appointments, as appropriate. Referrals to specialist support, liaison with school nurse, EHCP support if appropriate.	Class Teacher Head Teacher

Drug concerns	www.infobuzz.co.uk/ Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse. Drugs education is covered in the school curriculum. The Life Education Bus visits annually as part of this provision PSHE/SMSC) curriculum as a preventative measure. This happens at the start of each year in the Autumn Term.	DSL SENDCO
Learning support	My Plan, My Plan + ATS referral Educational psychologists inclusion team, OH referrals FIZZY	Class Teacher SEN coordinator

Need	Support on Offer	Who in school to ask about help.
Other Specific Issues- including honour based abuse, faith abuse, forced marriage, female genital mutilation, child sexual exploitation, domestic abuse Gang and Youth Violence, radicalisation, sexting, Trafficking	Training so that staff can identify children at risk PSHE curriculum provision Encouraging the building of trusting relationships. Nurture curriculum and nurture room. Space for external agencies to work with children within school, i.e. play therapy Parental support, referral to external agencies e.g. Families First, police GDASS LA Early help	Class Teacher SENDCo Deputy Headteacher
Private Fostering	http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).	Staff at Woolaston School and Tutshill School work very closely within the community. They will often speak directly to the family if they have any concerns. Should anyone want to bring anything to the school's attentions, please speak directly to the Headteacher/Deputy Headteacher.

Child Sexual Exploitation	CSE screening tool (can be located on the GSCB website: CSE screening tool This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and National Working Group Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org Referrals should be made to Gloucestershire social care and the Gloucestershire Police Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) DS Nigel Hatten PC Christina Pfister (Missing persons Coordinator) 01242 276846 All referrals to go to the Central Referral Unit 01242 247999 Further information: National Working Group (Network tackling Child Sexual Exploitation) and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info All staff are aware of what this is and where to sign post children or parents/carers. Staff undertake training annually.	Headteacher/ Designated Safeguarding Lead Class teachers Support Staff

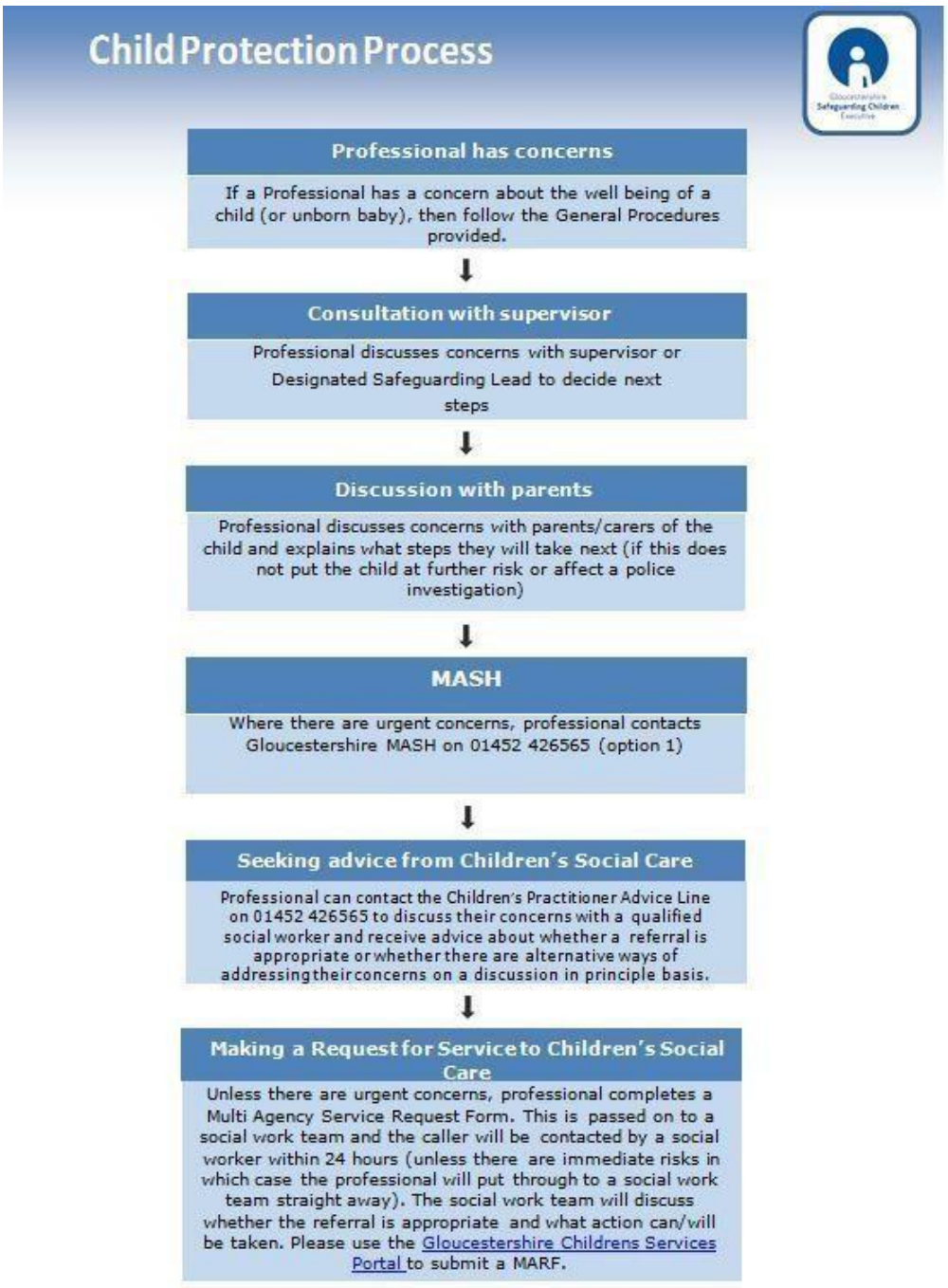
Need	Support on Offer	Who in school to ask about help.

Domestic Abuse	What is domestic abuse? Domestic abuse is defined by the Home Office as 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • Psychological abuse • Physical abuse • Sexual abuse • Financial abuse • Emotional abuse Domestic abuse includes so-called 'Honour'-based violence, forced marriage, and female genital mutilation. Call the police (999 in an emergency or 101 for a non-emergency situation). Contact GDASS on 0845 602 9035 for practical local support. • GDASS can help you and your children stay safe in your own home. • GDASS can help you access specialist legal advice. • GDASS can help you with other agencies (e.g. Benefits and Housing). • If you cannot stay at home, GDASS can help you find a Place of Safety. • GDASS can help you and your children move on. Contact a help line: National Domestic Violence Helpline (0808 2000 247). National Centre for Domestic Abuse (0844 8044 999). Men's Advice Line (0808 801 0327). CARP: 0845 602 9035 (providing advice for victims of domestic violence)	Headteacher/ Designated Safeguarding Lead Class teachers Support Staff Teaching staff undertake training annually

Fabricated and induced	There are four main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include: • fabrication of signs and symptoms. This may include fabrication of past medical history; • fabrication of signs and symptoms and falsification of hospital charts and records, and • specimens of bodily fluids. This may also include falsification of letters and documents; • induction of illness by a variety of means. http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy	Headteacher, Deputy Headteacher Class teacher SENDCo School Nurse
Need	Support on Offer	Who in school to ask about help.
Preventing radicalisation and Extremism (PREVENT DUTY)	Gloucestershire Safeguarding Children's Partnership - www.gscb.org There is a new GSCB PREVENT referral pathway www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. ALL staff within the Federation have completed PREVENT training. They have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (online training). • Key contacts: PC Adam Large, Gloucestershire • Constabulary PREVENT officer: tel 101 • Anti-Terrorist Hotline: tel 0800 789 321 The 'Advice on the Prevent duty' written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk	DSL DDSL ANY STAFF MEMEBER
Sexting	Sexting advice (NSPCC website). Gloucestershire Police have a small sexual exploitation team. Pupils informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people....not the victims.	Class teacher Headteacher DSL

School Nurse Team	The School team can help you with a variety of issues and from time to time they run drop in sessions School Nurse
PSEA (Independent Parental Special Education Advice)	A national charity providing free legal based advice to families/carers who have children with special educational needs. All advice is given by trained volunteers. Phone: 0800 0184016
Glosfamilies Directory	This online directory can help families/carers to find a lot more information about the wide range services they may need. From parenting and special needs advice to health and money worries. Web: http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page Alternatively, you can call the Family Information Service: 0800 542 0202
SENDIASS Gloucestershire	Gloucestershire's parent/carer support group provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. Web: http://sendiassglos.org.uk/ Phone (free from a landline): 0800 158 3603 Phone (from a mobile): 01452 389345

Appendix 1 – Child Protection Process


Child Protection Process
Professional has concerns
If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.
Consultation with supervisor
Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps
Discussion with parents
Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)
MASH
Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 1)
Seeking advice from Children's Social Care
Professional can contact the Children's Practitioner Advice Line on 01452 426565 to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns on a discussion in principle basis.
Making a Request for Service to Children's Social Care
Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. 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. Please use the Gloucestershire Childrens Services Portal to submit a MARF.

References

[1] Keeping Children Safe in Education, 2026.

[2] Working Together to Safeguard Children, 2023

[3] Crime and Policing Act 2026.

[4] Current Gloucestershire Safeguarding Children Partnership procedures.

[5] Children Act, 1989.

[6] Behaviour and Discipline Policy.

[7] Staff Behaviour Policy- Safer working Practice.

[8] Children Act, 2004.

[9] Safer Recruitment Policy.

[10] Whistleblowing Policy.

[11] Gloucestershire Child Protection Procedures.

[12] Anti Bullying Policy.

[13] Adoption and Children Act, 2002.

[14] Children (Private Arrangements for Fostering) Regulations, 2005.

[15] Sexual Offences Act, 2003.

[16] Complaints Policy.

[17] Education Act, 1996.

[18] Education (Pupil Registration) (England) Regulations, 2006.