



“Show me your way, Lord teach me your paths.” Psalms (25.4)

SAFEGUARDING POLICY 2025

Safeguarding Children Statement

At Almondsbury CE Primary School we provide outstanding pastoral and academic care and guidance for all children that attend the school. We are proud of our school and instil the values for life within the children. We ensure that the Christian ethos is upheld and that respect, hope and love transcend all that we do, say and think.

At Almondsbury CE Primary School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Almondsbury CE Primary School therefore has to ensure that this expectation becomes reality. The school will follow the guidance and legislation set out by the DFE, which includes Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2018.

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

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge

(Definition from Keeping Children Safe in Education 2025 p7)

At Almondsbury CE Primary School we are committed to creating and embedding a culture of vigilance which:

- Ensures we maintain an attitude of “It could happen here”
- Ensures that our learners are safe and protected
- Ensures that our learners know who to talk to if they have concerns and are assured that their voices are heard
- Ensures that our learners are supported, protected and informed
- Ensures that our learners are safe from discrimination and bullying
- Ensures that our learners recognise when they are at risk and know how to get help when they need it
- Ensures that our learners understand about how to keep themselves safe as part of a broad and balanced PSHE and online safety curriculum
- Focuses on preventative work in relation to adverse childhood experiences (ACEs) and takes an ACE aware approach.

This policy applies to all staff, students, governors, cover staff and volunteers.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- [Keeping children Safe in Education 2025 pdf](#)
- [Prevent duty guidance 2025](#)
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC); and
- [Working Together to Safeguard Children \(2023\)](#).

Information Sharing

The school's information sharing policy is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

Keeping Children Safe in Education (2025), paragraph 119: 'The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.'

It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

We take seriously our statutory and moral responsibilities to protect and safeguard the welfare of the children and young people in our care - "The welfare of the child is paramount." (Children Act 1989).

We will follow procedures set out by the South Gloucestershire Children's Partnership, which comprises of the local authority, the integrated care boards and the Police and take account of guidance issued by the DfE and the Local Authority (LA). The school will work under these arrangements as a named partner <http://sites.southglos.gov.uk/safeguarding/children/>.

We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to promote the wellbeing of children, protect them from harm, and respond to child protection or safeguarding concerns.

As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with students
- the school practises safe recruitment in checking the suitability of staff and volunteers to work with students
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct
- student health and safety
- providing first aid as and when required
- having clear processes regarding intimate care
- meeting the needs of our students with medical conditions
- having systems which support early identification and early help through the early help assessment process
- developing Inclusive Practice which promotes the voice of the child and seeks to reduce the barriers that students from vulnerable backgrounds may have and which may in turn affect their mental health and wellbeing, as well as their ability to share information about maltreatment and abuse
- establishing and maintaining a safe school environment, where all students feel secure, can learn and develop, are encouraged to talk and are listened to
- including opportunities in the strands of the PSHE, Computing curriculum and whole-school approach to care, guidance and support, for students to develop the skills they need to recognise, and stay safe from abuse
- using the updated guidance on Teaching Online Safety in school 2023 to review the learning opportunities for students in school [Teaching online safety in schools](#)
- having regard to the DfE statutory guidance 2020 Relationships Education which is compulsory in all primary schools and that relationships and sex education is compulsory in all secondary schools
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations against staff and receive appropriate training to enable them to carry out these requirements
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences
- encouraging and supporting parents/carers, working in partnership with them

- supporting students in accordance with their agreed child protection plan
- a child centred approach, making it clear what our staff should do to keep children safe
- ensuring students know they can talk to staff confidentially by reminding them in assemblies, updating the student safeguarding board and signposting them as required.

Safeguarding Young People

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

- protecting children from maltreatment
- preventing impairment of children's mental health and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge

Children includes everyone under the age of 18.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend our school are kept safe from harm whilst they are in our charge. To this end, this policy should be read in conjunction with other relevant policies.

Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead with responsibility for safeguarding and Child Protection (including online safety) is Paul Smith; this person is the Executive Headteacher. The Deputy Safeguarding leads are: Tim Dean and Katie Goode who are the Co-Heads of school. Almondsbury also has an E-Safety lead, Tim Dean. Mrs Sam McDowall, SENCo is also part of the safeguarding team.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can be contacted out of hours using the email Paul.Smith@almondsburyprimary.co.uk.

When the DSL is absent, the deputies will act as cover and can be contacted using Katie.Goode@almondsburyprimary.co.uk or Tim.Dean@almondsburyprimary.co.uk. Alternatively, contact Samantha.McDowall1@almondsburyprimary.co.uk

If the DSL and Deputies are not available, Nic Baykaa-Murray - Nic.Baykaa-Murray1@stpeterprimary.co.uk will act as cover (for example, during out-of-hours/out-of-term activities).

The Designated Governor for Safeguarding at this school is Sue Hewson and can be contacted on the following email Sue.Hewson@almondsburyprimary.co.uk .

All trips leaving the school will have the DSL mobile telephone number on their trip pack information.

- All staff will be made aware of who the Designate Safeguarding Lead is and what their role is
- Annex C of Keeping Children Safe in Education 2025, sets out clearly the requirements for the DSL in schools.

The role of the Designated Safeguarding Lead

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the Designated Safeguarding Lead. This responsibility should not be delegated.

Managing referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and in liaison with the Head of Personnel
- refer cases where a crime may have been committed to the Police as required. *NSPCC- When to call the police* should help understand when to consider calling the police and what to expect when working with the police.

Work with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners (Local Authority, the Integrated Care Boards (ICB) and the Chief Constable of Police for an area any part of which falls within the council area).
- liaise with the Headteacher to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per KCSIE Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead and any deputies will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and this will be maintained by attending CP Update training every 2 years thereafter. The DSL will undertake Prevent awareness training. This training will provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care, so they can:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and reporting procedures, especially new and part-time staff
- ensure all new staff attend safeguarding induction training and that relevant staff have read and understand Part 1 and Annex A (if working directly with children) of KCSIE 2025
- provide a yearly update training session during INSET to all staff as well as on-going CPD during the year for staff to support the culture of safeguarding
- be alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, within the school, and with the three safeguarding partners, other agencies, organisations and practitioners
- keep detailed, accurate, secure written records of concerns and referrals using CPOMS.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or at home
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Keep a training plan for the school which shows all training throughout the year.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via bulletins, meeting other designated safeguarding leads at DSL Forums and participating in training and school reviews, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead will:

- ensure the school's safeguarding and child protection policy is known, understood and used appropriately
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect will be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with all school staff so that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
- support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection

Where children leave the school (including for in-year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school or college as soon as possible *'to allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives'*. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. (As per KCSIE 2025 paragraphs 121 & 122).

Availability

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or TEAMS or other such media is acceptable.

Reporting

All concerns MUST be recorded onto the electronic CP platform CPOMS and the DSL/DDSLs alerted to these so a picture of need can be built up over time for pupils who may require intervention and support. Staff have a duty to record and report FGM, Child-on-Child abuse and sexual violence or harassment onto electronic forms and then straight to the DSL. The police will be informed as appropriate.

In cases of suspected FGM staff have a duty to personally report it to the police unless the DSL can assure them it has already been reported.

School safeguarding profile

Our safeguarding analysis has shown that our main concerns are in the areas of:

Exposure to Domestic Violence
Support for aspects of ACEs

Mental health and family circumstances.

Our school will be alert to the potential needs of the following vulnerable children in relation to safeguarding and child protection and in their need for early help:

Children and young people with **special educational needs and disabilities** can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers
- children with special educational needs, without an EHCP could be more vulnerable
- they are often isolated, may have difficulty in communicating effectively and lack confidence to talk to adults.

Our internal support processes will ensure that students with SEN and disabilities have adequate pastoral care.

Other vulnerable groups that we monitor closely that may need early help processes in place include students who:

- have English as an additional language
- are young carers
- have previously suffered peer-on-peer abuse
- are showing signs of engaging in anti-social or criminal behaviour
- have previously been looked after and are now adopted from care as they remain potentially vulnerable
- are misusing drugs or alcohol
- are at risk of being radicalised or exploited
- are privately fostered children
- are at risk of modern slavery, trafficking and or exploitation, such as County Lines
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic violence
- have returned home to their family from care
- are showing early signs of abuse and/or neglect
- have contextual safeguarding issues that are known.

Preventing Harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to
- ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty
- teach pupils about safeguarding, including online safety, through various teaching and learning opportunities as part of our broad and balanced curriculum. Included are the curriculum activities and opportunities that equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through our PSHE, online safety programme, sex and relationships education programme, posters around the school, through messages in assembly and work of the School Parliament
- include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Early Help

[Keeping Children Safe in Education 2025](#) that “**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years”. Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the Early Help Assessment and Plan (EHAP). It may be appropriate for a member of school staff to initiate an EHAP and take on the role of Lead Professional or become a member of a Team around the Child/Family

(TAC/F) as part of the EHAP process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the EHAP and attend TAC/F meetings. All staff should have an understanding of the EHAP process and how they can contribute to it as and when appropriate.

Designated Governor

The Designated Governor for Safeguarding at this school is Sue Hewson and can be contacted on the following email Sue.Hewson@almondsburyprimary.co.uk.

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of Keeping Children Safe in Education 2025.

Local Authority Designated Officer (LADO)

Jon Goddard. Contact details are:

Tel. 01454 868505

Email. lado@southglos.gov.uk

Types of abuse and specific safeguarding issues

Child-on-Child abuse including sexual violence and sexual harassment

Child Criminal Exploitation

Child Sexual Exploitation

Children Missing from Education

Children with a social worker

Children and the Court System

Children with family members in prison

County Lines

Domestic Abuse

Drugs

Fabricated illness

Faith Abuse

Female Genital Mutilation (FGM)

Forced Marriage

Gangs and Violence

Homelessness

Honour- based Abuse

Mental Health

Preventing radicalisation and being drawn into extremism

Private Fostering

Serious youth violence

Sexting

Teenage abusive relationships

Trafficking and modern slavery

Upskirting

Indicators of abuse and neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include

interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 30 in Keeping Children Safe in Education 2025).

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child-on-Child abuse, including sexual violence, sexual harassment and upskirting.

Staff should be aware that children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but not limited to):

- bullying (including cyberbullying)
- sexual violence and sexual harassment (DFE sexual violence and sexual harassment between children in school and colleges advice September 2021)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting.

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 a 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 harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", or "boys being boys"
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in school.

It is recognised that some students will at times negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

At school we will support pupils by providing pupils with additional support to discuss their feelings and issues relating to any child-on-child abuse. The school is aware of:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

They may also be referred to outside agencies as appropriate.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (Keeping Children Safe in Education 2025).

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional wellbeing
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Definition from Keeping Children Safe in Education 2025). It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late

- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including criminal exploitation of children.

We monitor attendance carefully and address poor attendance or irregular attendance without delay. Parents must ensure that we hold at least two emergency telephone numbers.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards)
 - e. are permanently excluded.

We ensure that where a child is taken off our roll this is in the best interests of the pupil. We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Children with a social Worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. These pupils are supported by a named person within school such as a link teaching assistant, class teachers and the DSL.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. (Definition from Keeping Children Safe in Education 2025).

Children and young people can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse

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

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. (Keeping Children Safe in Education 2025 page 154).

The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable

- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out unless they believe it has already been reported; in the first instance they should discuss any such cases with the safeguarding lead and children's social care. All other staff should share concerns directly with the Designated Safeguarding Lead and do not need to contact the police personally.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child may put themselves at risk or has suffered or is at risk of suffering from abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or a deputy through the normal safeguarding referral processes.

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and staff have received training about the Prevent Duty and tackling extremism. The Designated Safeguarding Lead is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values

alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These 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 wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or groups and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. (Keeping Children Safe in Education 2025)

Sexting

In cases of 'sexting' we will follow guidance given to schools and colleagues by the UK Council for Child Internet Safety (UKCIS) published in 2017 – 'Sexting in schools and colleges, responding to incidents and safeguarding young people'.

Sexual Activity and the under 18s

A précis of the Law regarding Sexual Activity and U18s

The age of consent for all sex is 16, whether straight, gay, Trans or bi-sexual. The Sexual Offences Act 2003 makes it easier to prosecute people who pressure or force others into sexual activity.

Under 16s

If under 16 activity is consensual it may be less serious than if the child were under 13 but may nevertheless have serious consequences for the welfare of the young person. Consideration should be given in every case involving a child aged 13-15 as to whether there should be a discussion with other agencies and whether a referral should be made to children's social care. The younger the child, and the wider the age gap between participants, the greater the concern (even 3 years' age difference may be worrying if one of the children is young and/or vulnerable). Where confidentiality needs to be preserved, a discussion can still take place as long as it does not identify the child (directly or indirectly).

Under 13s

A child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity. In all cases where the sexually active young person is under the age of 13, there must be a formal recorded consultation with the Children & Young People Social Care.

16- & 17-Year Olds

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of Child Protection Procedures under the Children Act 1989. Consideration still needs to be given to issues of sexual exploitation through prostitution, and abuse of power. Although they may be over 16, young people under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust/authority, or a family member as defined by the Sexual Offences Act 2003.

Sharing Information with Parents

If a young person is under 16, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so. However parental advice is not needed if a young person under 16 can understand the issues and appreciate the consequences. This also applies to those living in care. Decisions to share information with parents will be taken using professional judgement, and the Child Protection Procedures.

Giving Advice, Contraception and/or Access to Services to Under 16s

Under the Sexual Offences Act 2003, youth support workers **can** help young people under 16 (including under 13s, but see section above) to seek contraception and sexual health advice/services (including giving out condoms), without being seen to facilitate an illegal act.

Any intervention must take place within the Fraser Guidelines and Child in Need/Child Protection Procedures

Practitioners using the Fraser guidelines should be satisfied of the following (taken from NSPCC website):

- the young person cannot be persuaded to inform their parents or carers that they are seeking this advice or treatment (or to allow the practitioner to inform their parents or carers)
- the young person understands the advice being given
- the young person's physical or mental health or both are likely to suffer unless they receive the advice or treatment
- it is in the young person's best interests to receive the advice, treatment or both without their parents' or carers' consent
- the young person is very likely to continue having sex with or without contraceptive treatment.

Child protection concerns

When using Fraser guidelines for issues relating to sexual health, you should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused
- Sexual activity with a child under 13 should always result in a child protection referral
- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.

We will always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing.

We will always share child protection concerns with the relevant agencies, even if a child or young person asks us not to.

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.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or great-uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Online Safety

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Use of the internet has many benefits for learning however when used inappropriately this can put pupils at risk. Filtering and monitoring systems on their own are not sufficient to address this and pupils need to be provided with clear guidance on how to keep themselves safe and minimise these risks both in and outside school. To address this, as a school we use the filtering and monitoring service provided by Integra and use these reports to act on any issues that arise, in terms of filtering, monitoring and teaching.

Leaders will ensure that there is secure online safety training for all staff, including cyber security, as well as devising a robust teaching curriculum to keep children safe online, including the use of AI and awareness of disinformation and misinformation.

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- Know the procedures for reporting any issues they become aware of immediately to the school to minimise risk to their own and other children and so that the school can take appropriate action.

We will use the school website, social media platforms and parent newsletters to offer advice and guidance to parents in relation to online risks.

The Management of Safeguarding

Governing Body

The FGB will have a Designated Governor with responsibility for Safeguarding; this is Sue Hewson.

The Designated Governor will ensure that they utilise the experiences and expertise of staff when shaping safeguarding policies. Opportunities for staff to contribute to safeguarding arrangements and child protection will be provided. They will also be responsible for jointly undertaking the annual 175 safeguarding audit with the Headteacher and Designated Safeguarding Lead. An action plan following the audit will be produced and the FGB will ensure that any actions are met in a timely manner.

The FGB will receive the Annual Safeguarding Report in the Autumn Term 2 meeting for the previous academic year and will review safeguarding practices in the school no less than annually to ensure that:

- The school carries out its statutory duties related to child protection and safeguarding, including the South Gloucestershire Children's Partnership requirements
- Sufficient resources are made available to enable necessary tasks to be carried out properly under inter-agency procedures
- Governors attend Child Protection / Safeguarding training
- Only persons suitable to work with children shall be employed in the school or work in a voluntary capacity as detailed in Keeping Children Safe in Education 2025
- Where safeguarding concerns about a member of staff are substantiated, appropriate action is taken.

The FGB will delegate responsibility for day-to-day procedures that ensure the smooth operational practice for safeguarding arrangements to the Headteacher and Designated Safeguarding Lead; this may be reported to Governors retrospectively.

Children missing from education

The FGB will ensure that appropriate safeguarding responses to children who are missing from education are in place, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.

The FGB will ensure that weaknesses identified within the Annual report, through on-going monitoring of safeguarding and child protection procedures and other sources, are addressed explicitly within the School Improvement Plans. The Governing Body will regularly monitor the implementation and impact of the identified actions.

The FGB will ensure that appropriate filters and monitoring systems are in place for the school and will identify the steps required to ensure that the monitoring of internet use, particularly for vulnerable students such as those with special education needs and disabilities, is robust. Advice and recommendation from the Safer Internet Centre will be used to fulfil this role.

The FGB controls the use of the school premises both within and outside school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the FGB will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

HR/Personnel Lead

Part 3 of KCSIE 2025 sets out clearly the requirements and processes in relation to Safer Recruitment and these are fully detailed in Safer Recruitment Policy.

In addition to the requirements within Schools Recruitment policy, the HR/Personnel Lead will ensure that:

- All volunteers to the school have read the Part 1 Keeping Children Safe in Education
- All staff have read Part 1 and if working directly with children Annex A of Keeping Children Safe in Education 2025 and this is recorded on the SCR
- All staff have completed their Prevent training and this is recorded on the SCR

- Records of online staff training and the signing requirements for policy reading are kept.

The HR/Personnel Lead will ensure that the school's Single Central Record (SCR) is accurately maintained as an ongoing, accurate and live record and includes any enquiries made regarding disqualification by association.

In relation to induction and training of new staff, the HR/Personnel Lead and/or Headteacher/Line Manager will ensure that:

- Any application to be a member of staff at the school will be only accepted on the chosen format using Integra application forms
- An online check is made for any candidate invited to interview to check for suitability of the candidate
- A safeguarding induction checklist is used and retained in the front of the staff file, ensuring that staff have copies of all of the policies required
- Safeguarding and Child Protection training is given on induction
- They have read and signed as understood the School's Code of Conduct
- They understand, under legislation, their duty to provide information which would disqualify them by association.

All staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and young people and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Information on Safer Working Practice in Schools April 2020.

Staff should be explicitly aware of the dangers inherent in:

- working alone with a young person
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from students and parents
- contacting young people through private telephones (including text), email or social networking sites
- disclosing personal details inappropriately
- meeting students / young people outside school hours or school duties
- using their personal phones to take pictures of students, which is not permitted under any circumstance.

If a member of staff has reasonable suspicion that a young person is suffering harm and fails to act in accordance with this policy and South Gloucestershire Partnership procedures, this will be viewed as misconduct and appropriate action will be taken by the Headteacher.

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or their Deputy in their absence. Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need-to-know basis. It is then the reporting member of staff's personal responsibility to follow up with the Designated Safeguarding Lead.

All members of staff have a duty to attend whole-school training on safeguarding children that will enable them to fulfil their responsibilities in respect of safeguarding and child protection effectively; this training will be provided by the Designated Safeguarding Lead and Deputy DSL every year. Every three years training will be led by an outside expert in Safeguarding and Child Protection.

Induction Safeguarding Training – this is mandatory and will include types of abuse and indicators of abuse, the school's safeguarding systems, key personnel, the early help process, what to do if a child discloses abuse, how to manage confidentiality, what to do if they have concerns about a member of staff, the requirements of recording and reporting, online safety, child exploitation, peer-on-peer abuse, sexual violence and harassment, upskirting, response to children who are missing from education, FGM and Prevent. New staff will complete the safeguarding checklist which will include:

- the child protection and safeguarding policy
- the behaviour policy

- Staff code of conduct
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies).

All staff will then receive regular training updates throughout the year in addition to their yearly updated training on the types and signs of abuse and school specific training.

Primary Specific

The Headteacher will:

- Ensure that the relevant staffing ratios are met, where applicable
- Make sure each child in the Early Years Foundation Stage is assigned a key person
- Where appropriate, inform Ofsted of allegations and actions taken, within the necessary timescale
- Take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.74)
- Note the requirements set out in paragraph 3.75 of the statutory framework for the Early Years Foundation Stage
- Ensure that all staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the school's Whistleblowing Policy. Within South Gloucestershire local authority staff should refer to LADO procedures as well regarding Whistleblowing, should they have concerns about another adult in school.

A whistleblowing disclosure must be about something that affects the general public such as:

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

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 028 0285 or you can contact them by emailing them directly using help@nspcc.org.uk

Parents

Almondsbury CE Primary School is committed to helping parents/carers understand their responsibility for the welfare of all students.

Parents/carers will be made aware of the school's Safeguarding and Child Protection Policy via the school's website, initial meetings with parents of new students and prospectuses; full copies of the policy will be available upon request to the school.

Where possible, Child Protection concerns should be discussed with parents/carers by the DSL or Deputy DSL, who ideally should seek agreement to making a referral, unless to do so would place the student at increased risk of significant harm; however, a lack of agreement should not stop a referral going ahead.

Where possible the school will endeavour to provide support for parents/carers in meeting their responsibilities for their child's welfare; signposting to other agencies which may support, such as Parenting Courses.

Parents are required to provide the school with two emergency contact numbers.

Allegations made against staff

Part 4 of KCSIE 2025 sets out the responsibility of schools in relation to managing allegations against staff and these are set out fully in the School's Managing Allegations against Staff

policy. This guidance will be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- 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
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the South Gloucestershire Children's Partnership.

Allegations against a member of staff should be brought to the attention of the Headteacher and/or DSL in the first instance, unless the Headteacher is the subject of the allegation; in this situation the allegation should be referred to the Chair of Governors. They will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations Against the Headteacher' and will contact the Local Authority Designated Officer (LADO) without delay. If the Designated Safeguarding Lead is the subject of the allegation (and they are not the Headteacher) then this needs to be brought to the attention of the Headteacher.

An allegation must not be discussed with the alleged perpetrators or other members of staff / governors, unless advised to do so by a LADO. All concerns against a member of staff must be reported without delay.

These procedures are also included in staff training.

Physical Contact, restraint and the use of reasonable force

Members of staff may have to make physical interventions with children; this should only be done where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training such as positive handling training
- Individual plans for vulnerable children to reduce risk, such as those with SEN and disabilities are in place.

Use of reasonable force applies to students with or without SEN.

Implementation

Procedures for Referral

Following a safeguarding concern being raised, the Designated Safeguarding Lead or Deputy Safeguarding Lead will immediately inform Social Care Teams by telephone:

South Glos. Access and Response (Student's home postcode falls within South Glos)
Telephone number 01454 866000

Bristol Children's Services (Student's home postcodes fall within Bristol)
Telephone number 0117 9038700

If the DSL and DDSL are not available, staff should speak to a member of the SLT and/or take advice from local children's social care using the numbers above.

The DSL or DDSL will contact the Local Authority Designated Officer (LADO), Jon Goddard on 01454 868505 or lado@southglos.gov.uk in relation to allegations against a member of staff.

It is important to remember that options in response to staff raising a concern may not lead to a referral to ART being made. This would always follow a discussion with the DSL. Other options may include:

- Managing the support for the student internally through our own integrated student support processes
- An early help assessment, which staff might be required to help with or lead
- A referral to a statutory service.

If in exceptional circumstances, the DSL and Deputy DSL are not available, this should not delay appropriate action being taken by the member of staff.

If requested, the telephone referral to the Social Care Team will be confirmed as a written referral within a maximum of 24 hours, with a copy placed on the student's Child Protection Record, which will be kept electronically in a secure folder and is maintained by the Designated Safeguarding Lead. Essential information will include student's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given.

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report and these will be uploaded to electronic platform CPOMS.

Written records of concerns about students should be kept, even where there is no need to make an immediate referral. Where concerns do not meet the threshold for a referral to Social Care, consideration should be given to the appropriateness of completing an Early Help assessment.

In line with the South Gloucestershire CSE strategy, the DSL and Deputy DSL will be alert for any indicators that a child is at risk of child sexual exploitation and, if required, will complete an Exploitation Identification Tool and pass concerns directly to Access and Response.

All paper-based records relating to child protection concerns will be kept in a secure cabinet and will remain confidential, although the staff and safeguarding team now record directly into CPOMS. They do not form part of the student's educational records and should be retained separately and are not required to be disclosed to parents/carers, except by agreement with the school.

A chronology will be kept of individual student concerns using electronic means, which is reviewed and updated whenever a new concern is raised, noting any action.

Child protection records must be kept for a minimum of 25 years after the student has reached the end of compulsory education; the school will also retain all additional safeguarding records for 25 years in a confidential archive separate from a students' individual file.

Induction of volunteers

Volunteers who have regular and unsupervised contact with pupils should have a DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact with children the school may telephone for a "List 99" check. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children. Volunteers will also read and sign and uphold the school's Safeguarding Statement and Policy.

Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. (See also Site Security).

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification, school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term

to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. When children's attendance falls below 95% parents will be contacted via telephone or spoken to informally to find barriers to attendance; when attendance falls below 90%, letters will be issued informing the parents and asking for action to improve attendance to be taken. Appointments can be made to discuss any issues further. If the attendance continues to deteriorate the next step will be the involvement of the school's EWO and attendance meetings arranged. From then improvements should be seen, if not, further action, including court proceedings, if necessary, would be started.

In light of the current situation, possible remote learning due to future national or local lockdowns, safeguarding of all pupils remains paramount. Daily or weekly checks for those pupils who are not within school but remain vulnerable will be made by the DSL and DDSLs. If possible, all pupils identified as vulnerable will be given a school place in the event of another lockdown.

Regular checks for all vulnerable pupils take place and the school has a duty of care to monitor all pupils.

The Design of the Curriculum

The curriculum deals with Safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education or Relationship, Sex and Health Education discusses relevant issues with the children. Pupils are also taught how to keep safe online through the Computing curriculum (see the Computing and Acceptable Use Policy). Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Visits from St John's Ambulance, the Road Safety team, the Fire Brigade and theatre groups are encouraged. Children in Year 6 visit the Life Skills Centre in Bristol annually.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher.

Risk assessments for the use of play equipment are carried out and children made aware of these risks. However, these should not deter children from exploring and experimenting in their play. They should be taught how to manage the risks. Risk assessments are also carried out or gained for any off-site visits that the children go on.

Filtering and Monitoring of Online usage

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Designated Safeguarding Lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. The e-safety lead will play a major role in this training and development of staff understanding.

At Almondsbury CE Primary School we use the South Gloucestershire Integra company to manage the filtering and monitoring systems. Integra is a member of the Internet Watch Foundation (IWF) and is signed up to Counter-Terrorism Internet Referral Unit list (CTIRU). We use the categories provided by the filtering provider to ensure illegal content including child sexual abuse material (CSAM) is blocked. In addition to the above, we use a separate reporting system that notifies us within 60 seconds if anyone on the network attempts to access any content on these lists. Currently these alerts are sent to 3rd line IT staff (Integra) for investigation. If the alert requires a response from school, a service ticket is generated and sent to the DSL for the school.

We believe we have been able to tune most false positives out of the system, so our intention is to have these alerts raised directly to the DSL for investigation in the near future. It will never be possible to accurately remove all false positives.

Our filtering monitors all devices using the wider network, regardless of who the device belongs to. All connections implemented or managed by Integra IT are subject to the filtering.

We utilise authentication to age-appropriate filtering. By default (with no authentication provided) the applied filtering levels are the most restrictive while being appropriate for the youngest users of the network. The filtering system is capable of handling all character sets (languages). It does not scan the content of images. Misspellings are included within the categories and can also be added manually. We are able to block based on category and application type, we have automated/dynamic application filters that automatically block all known and new/emerging bypass technologies (VPNs, Proxy servers, etc...) for all users/devices on the network. All network & internet use is logged. All attempts to access blocked content or blocked applications or bypass attempts raise alerts. In addition to these we also block applications that are not deemed appropriate for use on the network, some of these applications (Facebook, Instagram, X (formerly Twitter), etc...) are tied into many websites that are used every day by schools, we do not generate alerts on these blocks as they are expected to occur.

We enforce network-wide SafeSearch (for all users) and restrict access to only search engines that fully support SafeSearch. This includes some mediated and/or child specific search engines, e.g. kiddie.co, kidrex.org, kidzsearch.com, safesearchkids.com, swiggle.org.uk, etc. Kiddie.co and kidzsearch.com are very good at providing safe image searches.

The above is all compliant with the Department for Education's new filtering and monitoring standards (DfE, 2024b), which support schools to have effective systems in place; and meet the DfE's Cyber security standards for schools and colleges (DfE, 2024c).

Photographing and videoing

All staff should be aware of the risks towards children from photographs that are taken within school. No member of staff should take photographs of children on their own mobile phone or their own personal camera.

All parents are asked to provide permission at the beginning of the academic year when starting school, and again if the policy changes, to allow photographs to be used by the newspapers and the school website. No names are printed.

There has been a lot of controversy recently about adults photographing and filming young people in public situations such as school plays and services. The concerns are genuine; however, at Almondsbury CE Primary School we have taken a sensible, balanced approach, which allows parents to photograph and film providing there are no objections from the rest of the parental body present. These should not be published on any social media sites.

We will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name.

- The school cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions.
- Photography will be used across the school as a tool to support assessment and to provide evidence of, and celebration of, curriculum coverage. However, staff will not use personal cameras or mobile phones to take photographs of children; all photographs will be taken on school cameras.
- Staff can bring their mobile devices into school but these must not be used during pupil contact time.
- Visitors to the school must be reminded when signing in that they cannot have their mobile phones out whilst on the premises.

We encourage all concerns to be shared with the DSL or Headteacher and this includes low-level concerns. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO (as per Keeping Children Safe in Education 2025 paragraph 426).

Equal opportunities

Within the school prospectus there is a statement for equal opportunities which asserts:

“At Almondsbury CE Primary School we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Almondsbury CE Primary School are considered equal in the learning partnership. When children have special needs, we make arrangements to inform parents and design specific programmes”.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. We also ensure that the protected characteristics of equality include: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

We recognise the disproportionate risks of bullying, isolation and behaviour and communication difficulties. We will be vigilant to ensure that those pupils with SEN/D are not at heighten risk of abuse.

Racial tolerance

Along with the equal opportunities statement there is a statement in the prospectus that asserts:

“At Almondsbury CE Primary School pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. It is in working together that we will make Almondsbury CE Primary School even better.”

Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also e.g. we have had Indian dancers in school and we visit all major places of worship.

Behaviour policy

Good behaviour is essential in any community and at Almondsbury CE Primary School we have high expectations for this. A policy entitled Behaviour is included in the Handbook detailing the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children:

- Stickers, Team Points
- Showing another teacher good work
- Certificates, Letter of Commendation
- Cups

But the sanctions range from:

- A telling off
- Being removed from the class
- Loss of playtime
- Reporting to a senior member of staff
- A letter home
- Suspension
- Exclusion

Staff are discouraged from handling children, but when they deem it is safest to do so, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others.

Anti-Bullying Policy

The Almondsbury CE Primary School definition of bullying is: “Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is persistent over a period of time against one person by someone else or a group of people.”

The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

Children are told that silence is the bully's best friend. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy that is available from the school office at 24 hours notice.

The Health and Safety Policy

The school has a Health and Safety Policy, which is monitored each term by the relevant committee of the school governors. A copy of this policy is available with 24 hours notice or you can download a copy from the school website.

The Headteacher, the member of staff with responsibility for Health and Safety, the Caretaker and the Governor with responsibility for Health and Safety oversee this monitoring using a comprehensive list of issues that may have arisen. Any concerns from staff are reported to any of the above and the Caretaker carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

There is also a Critical Incidents plan that details what staff and parents should do in the case of emergencies.

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in school and the Kitchen/ Dining Room.

First Aid

In school there are always trained members of staff who volunteer to oversee first aid. There are also paediatric trained first aiders. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all, a parent is contacted.

The Almondsbury CE Primary School policy is that members of staff will only give medicines if absolutely necessary. In the case of a pupil needing medication during the day parents are welcome to come into school to administer correct dosages. For the majority of medicines, a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision-making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent.

Site security

Almondsbury CE Primary School provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates should be closed except when staff arrive or leave at the end of the day and closed behind them
- Doors should be closed to prevent intrusion but should facilitate smooth exits

- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Empty classrooms should have windows closed
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.

Contextual Safeguarding (Extra Familial Harm)

Safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff, but especially the DSL and Deputy DSL, will consider the context within which such behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare. We will ensure that such information forms part of the referral we make to the Social Care teams.

Linked Policies

There are a number of policies that relate to the safeguarding of children within and outside of school. These include:

Policy or procedure for Safeguarding
 Anti-Bullying (with reference to Internet & mobile phone bullying)
 Attendance
 Behaviour Management
 Child Protection
 Equality Duty
 Data Protection Policy
 Drugs
 Medical Needs
 Equal Opportunities
 First Aid (including management of medical conditions, intimate care)
 Health & Safety
 Peer-on-Peer Abuse Policy Addendum to Safeguarding Policy
 PSHE Curriculum
 RSHE
 Recruitment and Selection
 Special Educational Needs
 Staff Handbook (guidance on conduct)
 Aggression Policy
 Whistleblowing
 Work Placement (Work Experience)

Monitoring and Review

The FGB are responsible for overseeing the implementation of this policy, monitoring and evaluating its impact; they will also review it every year, or sooner if appropriate.

The Designated Safeguarding Lead for Child Protection will, on behalf of the Headteacher, complete an annual audit of Child Protection and Safeguarding to evaluate the effectiveness of the school's procedures.

Publication

This policy can be found on the school website, and the Staff Shared drive in school.

Review

Annual Audits are produced by the Designated Safeguarding Leads for School Committees in the second part of the Autumn Term each year.

We will ensure that these policies are updated on a regular basis to reflect the changing needs of the children and young people who attend our school. We will consult with the children/young people to ensure their voice is heard.

Policy agreed by Governors _____

Signed by _____

Position _____

Policy to be reviewed annually next review to take place September 2026

Appendix A Reporting of a concern flowchart

Designated Safeguarding Lead: Paul Smith
Deputy Safeguarding Lead: Tim Dean & Katie Goode
Local Authority Designated Safeguarding Lead:
Jon Goddard – 01454 868508

Discuss concern with the DSL or DDSL

Email summary for the student's record
as soon as possible to DSLs

DSL/DDSL to review concerns and
makes a decision about next steps

Decision made to monitor the
concerns (Add decision to student
file)

**MONITOR
REFER**

Teachers asked to monitor child and
feedback to the DSL/DDSL within an
agreed timescale

Decision made to discuss the concern
with the parents/carers

DISCUSS

After discussion with parents or
carers DSL/DDSL decides to discuss
further with parents, monitor or
refer to ART

Decision made to refer the
concern to ART

DSL/DDSL to complete and send
referral to ART and copy on
students CP file

RECORD

In exceptional circumstances anyone
can report concerns directly to ART

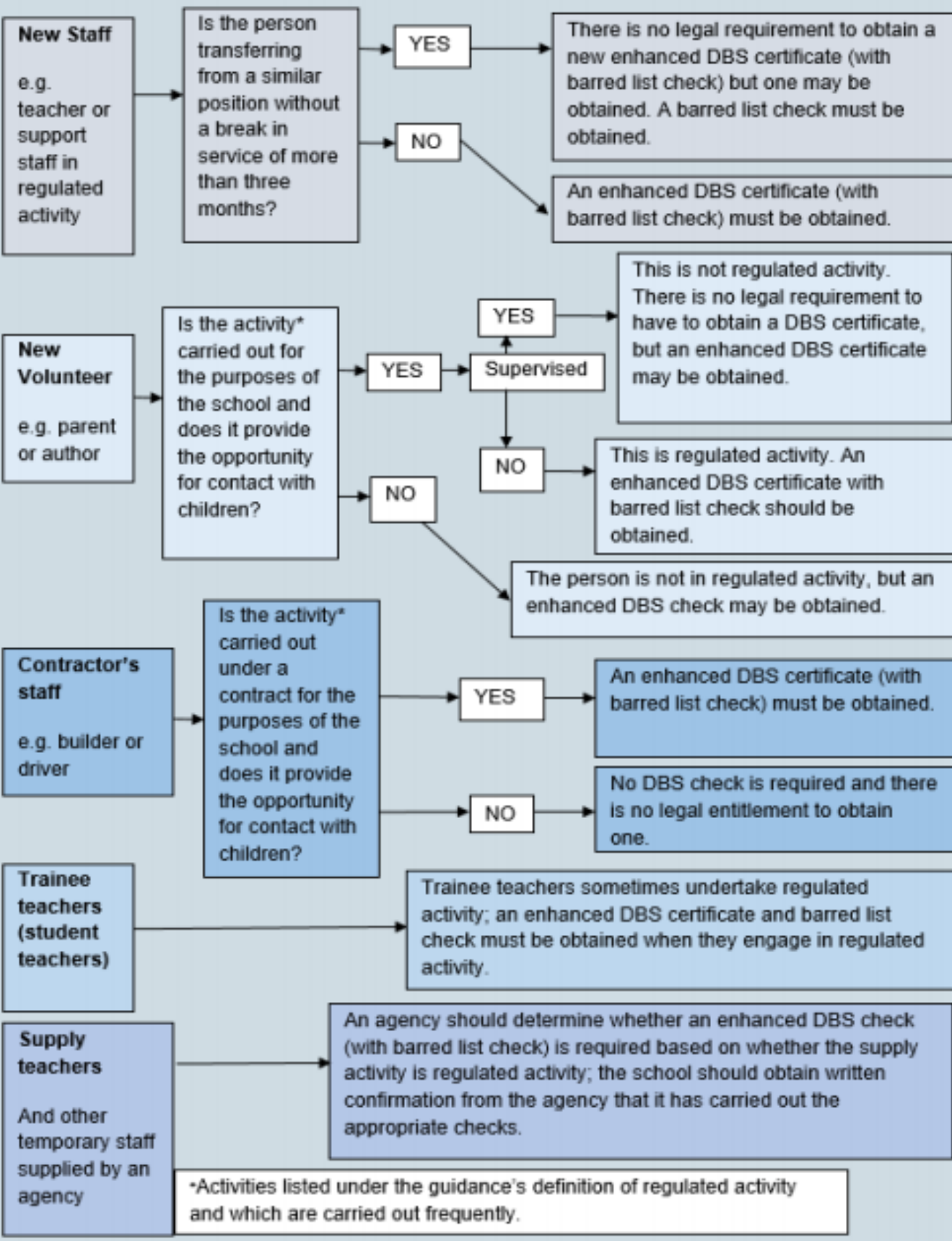
NSPCC Whistleblowing
Helpline 0800 028 0285

DSL/DDSL to save information
securely

ART contact number: 01454 866000
accessandresponse@southglos.gov.uk
Prevent/Channel South Lead:
01454 863844
preventproject@southglos.gov.uk

**Appendix B Disclosure and Barring Service Criminal Record and
Barring Checks**

**FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND
BARRED LIST CHECKS**



Appendix C LADO Process flowchart

LADO THRESHOLD (Working Together to Safeguard Children 2018 & KCSIE 2025)

- Behaved in a way that has harmed/may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children (Working Together to Safeguard Children 2018)
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

