



Sheepscombe Primary School

An inspirational setting where all children flourish



Sheepscombe Primary School and Little Lambs Nursery

Safeguarding and Child Protection Policy

Designated Safeguarding Lead:
Rob Gardner

This policy was adopted at a meeting of:	FGB
Held on:	22.09.2026
Date to be reviewed	September 2027
Signed on behalf of the Governors:	
Name of signatory:	Sachi Hatakenaka
Signed by Head teacher	
Name of Headteacher	Rob Gardner

Sheepscombe Primary School and Little Lambs Nursery fully recognises its responsibilities for Safeguarding and Child Protection.

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Headteacher	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
Designated Safeguarding Lead (DSL)	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
Deputy DSL (DDSL)	Laura White	01452 813852	lwhite@sheepscombe.gloucs.sch.uk
Deputy DSL (DDSL)	Jonathan Ringer	01452 813852	jonringer@sheepscombe.gloucs.sch.uk
Nominated Governor	Tessa Lentel	01452 813852	tlentel@sheepscombe.gloucs.sch.uk
Safeguarding Governors	Tessa Lentel	01452 813852	tlentel @sheepscombe.gloucs.sch.uk
Co-Chair of Governors	Sachi Hatakenaka	01452 813852	COG@sheepscombe.gloucs.sch.uk
Designated Teacher for Children Looked After	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
Senior Mental Health Lead (non-mandatory)	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
Prevent Lead	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
Medical/Allergy Lead	Rob Gardner	01452 813852	rgardner@sheepscombe.gloucs.sch.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2025)			

The NSPCC whistleblowing helpline is available to staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00PM, Monday to Friday and Email: help@nspcc.org.uk

Safeguarding policy monitoring arrangements: This policy will be reviewed annually by Headteacher and nominated safeguarding governor and approved at a meeting of the Full Governing Board. An annual audit action plan will be developed from the Gloucestershire Safeguarding Declaration each year and a mid-year review of that audit carried out. Staff and parents will be alerted when an updated version of the policy is posted on the school's website, at least annually

Children's Social Care referrals:

Children and Families Front Door Service (inc MASH)

01452 426565

Out of Hours: Emergency Duty Team (EDT)

01452 614194

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

Introduction

At Sheepscombe Primary School:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sheepscombe is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by Sheepscombe Primary School will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)

- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2024](#)
- [What to do if you're worried a child is being abused](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#) Section 3 of the Early Years Foundation Stage (EYFS) statutory framework should be read alongside this policy and Keeping Children Safe in Education where children aged 0 to 5 attend school-based nurseries or reception classes (KCSIE 2026).
- Local Guidance from the Local Safeguarding Children Partnership: [Gloucestershire Safeguarding Children Partnership | Gloucestershire Safeguarding Children's Partnership](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Definition and Scope

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 as:

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

Child Protection is part of safeguarding and promoting the welfare of children. It is defined in Working Together to Safeguard Children as, 'activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.'

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Relationships, Sex and Health Education/PSHE
- Online safety policy
- Behaviour policy, incl. pupil use of mobile and smart technology
- Staff Behaviour Policy (Safer Working Practices)
- Whistleblowing policy
- Complaints policy
- SEND policy
- Health and safety policy
- Teaching and Learning policy
- Equality Statement
- Medical, Health and Well Being Policy

Accessible on the school website <https://www.sheepscombeschool.co.uk/>

Paper copies of school policies are available on request from the School Business Manager (SBM)

This policy applies to all staff in our school. For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school, outside of school and online are within the scope of this policy.

Equality and Diversity

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Sheepscombe's equality statement and measurable objectives. These are available on our website.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

Sheepscombe Primary School also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Roles and Responsibilities

Role of all staff

- All staff will read and understand Part 1 of Keeping Children Safe in Education (2026) in full.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
- Be clear as to Sheepscombe's policy and procedures about child on child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using our safeguarding systems.
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
- Be alert to signs and indicators of possible abuse and wider safeguarding issues.
- Be aware of the importance of professional curiosity.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)

Duties are further outlined in Keeping Children Safe in Education (2026, Annex B)

Details of our DSL and Deputy DSL and how to contact them are available on the Sheepscombe Primary School website, our newsletters, and notices in school.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL (and any deputies) have undertaken the level 3 Advanced Child Protection Training to ensure they are compliant with the GCSP requirement for DSLs.
- The DSL works with the Head Teacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - who may benefit from early help/family help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) Service in relation to child protection cases which concern a staff member.
- Coordinate regular safeguarding training and updates and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Are supported to identify the challenges that children in this group might face.
 - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- Ensure the secure transfer of the Child Protection File when a child moves to a new setting- within 5 days for in year transfer or the first 5 days of the start of a new term.

- Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences out of term time and share out of term time contact details with the Local Authority
- Work with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the Filtering and Monitoring lead in conducting an annual review on filtering and monitoring which is presented to governors.
- Support the role and duties of the named lead for health, safety and site security.
- Understand and reflect the views, wishes and experiences of children.

Role of the Governing Body

Duties are further outlined in Keeping Children Safe in Education (2026, Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the annual safeguarding audit.
 - Ensure that the school remedies any actions brought to its attention without delay.
 - Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post.
- Ensure that they attend relevant and contextualised training and that safeguarding learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education) and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)
- Ensure that teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring.

- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.
- Receive an annual filtering and monitoring assurance report and review the effectiveness of arrangements.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2026). School leaders and staff who work directly with children have also read Annex A (further information).

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Key Safeguarding Roles
Whole school approach to broad and balanced curriculum embedding safeguarding teaching	Child-on-child abuse	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.
D/DSL training	Pupil voice	
Designated teacher training	Online safety	
KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)	Whistleblowing	Deputy Designated Safeguarding Lead (DDSL)
Staff training, including regular safeguarding updates	Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct	Designated teacher for children looked-after (even if there are no LAC on roll)
Children taught about keeping safe online	Early help	Senior mental health lead
Online safety training for staff	Mental Health	Pastoral and well-being staff lead
Preventing radicalisation	Multi-agency working	Nominated governor for whistleblowing
Teaching staff confidence to deliver RSHE/PSHE to all pupils	Children who are absent and/or missing from education	Nominated governor for filtering and monitoring & online safety.
Annual review of online safety arrangements	Children with SEND and a physical health issue	Filtering and monitoring & online safety lead.
	Reporting abuse, incl. dealing with a child at immediate risk using the GSCP procedures https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/report-a-child-at-risk/procedures	Lead governor for attendance
	Honour based abuse (HBA)	Senior attendance champion
	Female Genital Mutilation (FGM)	
	Behaviour policy	
	Relationships, Sex and Health Education (RSHE) policy	
	Staff contribution to policy	

	Safeguarding policy review	
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Concerns and allegations management

Our chair of governors is responsible for liaising with the Local Authority Designated Officer for allegations (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

See also 'Managing concerns and allegations against staff'.

Audit

The nominated governor (NG) for safeguarding collaborates with the Headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice, including scrutiny around DSL and /or headteacher monitoring of the Single Central Record.

Safeguarding Training for Staff

Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection (including online safety and cybersecurity) training at induction.

All staff:

- Will receive appropriate safeguarding and child protection refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- Will receive online safety and cybersecurity training annually.
- Must complete Female Genital Mutilation (FGM) awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Will receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation. All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Designated Safeguarding Lead and deputies:

- Will undergo formal training provided by recognised providers including GCSP to provide them with the knowledge and skills and training (including online safety) required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the GCSP where needed to ensure that their knowledge and skills are updated. This could be via e-bulletins, attending DSL forum meetings, attending additional training and taking time to read and digest safeguarding developments.

Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding issues (including online safety and filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

Governors and trustees receive appropriate safeguarding and child protection training at induction.

Monitoring and review

The headteacher ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents, by re-visiting regularly.

The headteacher reports at least three times per year to the governors around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The Headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Safeguarding in the Curriculum

Sheepscombe Primary School is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse); and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/early-years-foundation-stage-e-yfs)
- Personal, Social, Health and Economic (PSHE) education, to explore key issues at an age-appropriate stage such as:
 - healthy and respectful relationships
 - boundaries and consent
 - stereotyping, prejudice and equality
 - body confidence and self-esteem
 - how to recognise an abusive relationship, including coercive and controlling behaviour
 - the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and FGM, and how to access support, and
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- A whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.
- Appropriate filtering and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2026)
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Enabling learners to inform the curriculum via discussions with the school council.

Mandatory procedures – Staff and adults at school

Sheepscombe Primary School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education, Part Three' (2026), ensuring we maintain an accurate Single Central Record.

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. An

enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.

- Applicants must provide an application form and Curriculum Vitae will not be accepted as a stand-alone.
- As a setting we will conduct online searches as part of our due diligence checks on short listed candidates and inform them of this.
- All recruitment materials will include reference to Sheepscombe's commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Work Experience

Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

Sheepscombe Primary School cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, Sheepscombe will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

Visitors

All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

Site Safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Where the school's premises are hired or rented to another organisation, Sheepscombe Primary School will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements

for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

The school maintains comprehensive emergency preparedness plans to respond to emergencies and critical incidents, in line with the requirements of Martyn's Law. These plans include procedures for evacuation to an alternative premises, evacuation to a designated safe internal area, lockdown arrangements. Regular practice drills are conducted to ensure staff and children are familiar with emergency procedures and can respond effectively.

Child absconding/missing from site

Any incident where a pupil leaves the school site without permission, leaves staff supervision, or where their whereabouts become unknown will be treated as a safeguarding incident. The school's response will be proportionate to the child's age, understanding, vulnerabilities and level of assessed risk. The DSL will be informed immediately, a search of the school grounds should be undertaken, parents/carers contacted, and where vulnerability factors are identified, the police and Children's Social Care will be notified. All incidents will be recorded as safeguarding, reviewed and used to inform future risk assessment and safeguarding planning.

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Early Years

Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), we are required to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#), the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and other related statutory guidance.

Sheepscombe Primary School will ensure that children taught in nursery/preschool and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Suitable people

When employing early years staff we will follow the school's Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

We will not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

Staff policies will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow the school Policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises

whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the head teacher and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

Staff training, skills and supervision

We will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well-being, including child protection concerns and identify solutions to address issues as they arise.
- All early years staff are able to communicate effectively in English both orally and in writing;
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips; and
- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

Staff ratios

We will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are kept within staff sight and hearing at all times.

For before and after school provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

Health

We will:

- Promote the health of children attending the early years provision;
- Take necessary steps to stop the spread of infection;
- Administer medicines only in line with the school's policy;
- Take appropriate action where children are ill;
- Ensure any meals provided are nutritious and prepared in a hygienic manner; and
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety.

Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

We have specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other

responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

Managing behaviour

We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

Attendance

Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. Promoting Positive Attendance

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

Staff Behaviour for safer working practice

Sheepscombe Primary School and Little Lambs Nursery is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy (Safer Working Practices) sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect, abuse, exploitation, and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse, and 'all' risks of harm outside of the home and within the local area including online.

Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2026) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2026).

Responding to concerns/disclosures of abuse

Flowcharts provided by Gloucestershire Safeguarding Children's Partnership (GSCP) that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and main office for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using My Concern It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the Children and Families Front Door Service. In some circumstances, the D/DSL or member of staff seeks advice by ringing the Children and Families Front Door Service for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a request for service to the Children and Families Front Door Service or appropriate Local Authority Children's Services has been made or not.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who share concern/s.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Vulnerable Learners

The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable and those children who are potentially at greater risk or harm. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker, including those in kinship care, will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Whilst all children should be protected, all staff and governors recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

- Children who need a social worker
 - Children who are absent from education
 - Elective home Education
 - Children requiring mental health support
 - Looked after children and previously looked after children
 - Care leavers
 - Young carers
 - Children in the court system
 - Children affected by parental offending/imprisonment.
 - Children in Kinship Care
 - Children with special educational needs, disabilities or health issues
 - Children with medical conditions
 - Children who are lesbian, gay or bisexual
 - Children who are questioning their gender
 - Children with Special Education Needs and Disabilities (SEND) or physical health issues.
- Sheepscombe School never assumes that behaviour, mood or injury relates to the child's additional needs without further exploration.

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- Child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking
- Cybercrime
- Domestic Abuse
- Homelessness
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health

- Child on child abuse
- Radicalisation
- Serious Youth Violence
- Substance Misuse
- Private Fostering

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex A (DfE 2026); the [NSPCC website - Types of Abuse](#).

Multi-agency Working

We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

Sheepscombe Primary School will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2026](#).

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL (or Deputy DSL) to Children's Social Care in the Local Authority in which that child resides.

Sheepscombe Primary School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager. Sheepscombe Primary School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is included in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#) and read in conjunction with Sheepscombe's policy on the use of mobile smart technology.
- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.
- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help.
- Being alert to emerging online risks, including AI-generated content, deepfakes and 'nudification' apps which can be used to create fake sexual images of a child, and the spread of misinformation and disinformation online.
- Helping children understand how to protect their personal information online and think carefully before sharing images of themselves or others.
- Sheepscombe Primary School operates as a mobile phone-free environment by default; pupils do not have access to their mobile phone during the school day, including lessons, the time between lessons, breaktimes and lunchtime, other than by exception. [See our Mobile Phone Policy for full details.]
- Paragraph 162 to 182 of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, we will alert - **Child Exploitation and Online Protection command (CEOPS)** <https://www.ceop.police.uk/ceop-reporting/>

Managing Concerns and Allegations Against Staff

(including supply teachers, volunteers and contractors, and those from organisations or individuals using the school premises)

Sheepscombe Primary School and Little Lambs Nursery follows the procedure set out by the GSCP 'Allegations against adults' guidance which is displayed in the staffroom and main office for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headteacher who will refer to the Local Authority Designated Officer for allegations (LADO) who will follow guidance in Keeping Children Safe in Education (DfE 2026, Part four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Sheepscombe Primary School and Little Lambs Nursery promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the Local Authority as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to LADO.

Sheepscombe Primary School and Little Lambs Nursery will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the headteacher or where the headteacher is the subject of an allegation, the chair of governors.

Where allegations concern a trainee teacher, the school will progress the matter with the LADO in the same way as for any other member of staff, while continuing to liaise with the initial teacher training (ITT) provider (KCSIE 2026, Part Four).

Managing low-level concerns about adults

Sheepscombe Primary School and Little Lambs Nursery operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of governors.

Sheepscombe Primary School and Little Lambs Nursery will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct and Safer Working Practices document), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;

- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our Staff Code of Conduct and Safer Working Practices documents and policy, are in place for such concerns to be raised with the Head teacher in person or via rgardner@sheepscombe.gloucs.sch.uk. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with the Head teacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- Sachi Hatakenaka (Co-Chair of the Governing body) is contactable via COG@sheepscombe.gloucs.sch.uk. Tessa Lentel (Safeguarding Governor) can be contacted on tlentel@sheepscombe.gloucs.sch.uk

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in

response to a concern raised about a child is wrong. In such cases the Gloucestershire County Council Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing

The school:

- liaises with partner organisations (alternative provisions, Gloucestershire County Council, any other settings as appropriate to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form/electronic recording system (My Concern), with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location or securely kept online.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (May 2024) and in line with the GSCP Effective information sharing and consent guidance, which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime

- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Gloucestershire County Council Social Care. We follow this up by contacting Children's Social Care directly.

Mandatory procedures – Supporting children

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. Pupils are aware of which adults they can talk to if they have any concerns. We regularly gather pupil voice via forums and surveys, such as the Gloucestershire Wellbeing survey. This data informs our practice and policies.

Remote learning

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children e.g. online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Early help

At Sheepscombe Primary School and Little Lambs Nursery, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Front Door (MASH and Early Support Hub).
- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the GSCP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Gloucestershire SEND service
- Various resources to identify and respond to harmful sexual behaviour

The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Sheepscombe School and Little Lambs Nursery follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Mandatory procedures – Specific forms of abuse and safeguarding issues

Child-on-child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.

Sexual harassment and violence between children can be linked to wider cultures of misogyny; Sheepscombe School will consider this link when planning its curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the setting's safeguarding team and pastoral system and the support will be regularly monitored and reviewed.
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education,
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously,
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL/ Deputy DSL.

Child-on-child sexual harassment and sexual violence

The DSL will follow local and national guidance when there have been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual harassment and sexual violence having due regard of Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Gloucestershire Harmful Sexual Behaviours protocol [gscp-harmful-sexualised-behaviour-protocol-v1.1-2025.pdf](#) should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take an extra-familial safeguarding approach to consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

Sheepscombe Primary School will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.

Where a report includes an online element, we will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse [Helpline - Stop It Now](#)
- The Lucy Faithfull Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. [Home - Shore](#)

Extra familial safeguarding approach to child-on-child abuse:

Sheepscombe Primary School will minimise the risk of child-on-child abuse by understanding extra-familial risks and will increase safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child abuse, the DSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics in the curriculum.

A learner missing or absent from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing or are absent from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

Sheepscombe Primary School will follow the guidance detailed in [Children Missing Education \(2016\)](#), [Working together to improve school attendance 2026](#) and Gloucestershire Council policy for Children Missing from Education. We will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Sheepscombe Primary School and other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is

particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 Sheepscombe Primary School will notify the Local Authority when a pupil's name is deleted from the admission register. Safeguarding concerns will be shared with the Education Welfare Service and where required, a request for additional support from children's services will be made in line with the Children Act 1989.

Mental health and Wellbeing

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support or the involvement of a more specialist service.

This can include self-harm, signs of an eating disorder, suicidal ideation or suicide. Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, staff will follow the setting's usual safeguarding reporting route to the DSL without delay, so the concern can be assessed alongside any other information held about the child (KCSIE 2026, para 225).

Sheepscombe Primary School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high-quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure children and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing
- And being committed to child and parent participation

Sheepscombe Primary School:

- Reviews attendance, behaviour, attainment, and safeguarding records at least on a termly basis to enable early identification of vulnerability to mental health problems
- Ensures that learners can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- Ensures staff follow a safeguarding process in terms of reporting concerns so the DSL (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Responds to the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- The DSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.4 - Multi-Agency Working](#).
- Communicates and works with the learner and parents/carers to ensure that interventions are in the best interests of the child.

- The DSL liaises with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team access specialist advice through targeted services.
- We utilise the Mental Health in Schools Team (MHST) for early intervention and advice, and signpost staff, learners and families to NHS Every Mind Matters and the Hub of Hope, the UK's mental health support database (KCSIE 2026, paras 230-232).

Specific Actions to take on Key Safeguarding Areas

General or national guidance is not included here. A summary of specific duties are in [Keeping children safe in education 2026 Annex A](#). It is recommended that school and college leaders and those staff who work directly with children should read this Annex. Access to local guidance can be found here:

[Gloucestershire Safeguarding Children Partnership | Gloucestershire Safeguarding Children's Partnership](#)

In recognition that the threshold of child protection is 'likely to suffer' significant harm, Sheepscombe Primary School may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carers if it does not place the learner or others at further risk of harm or compromise a criminal investigation. In all other circumstances information will be shared in line with section [2.2 Information Sharing](#).

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Weapons and Serious violence

We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff are 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 educational 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 gangs and may be at risk of criminal exploitation.

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the school's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.
- The school recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Sheepscombe Primary School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. We will utilise the GCSP'S [Child criminal and sexual exploitation | Gloucestershire Safeguarding Children's Partnership](#) and seek advice from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, Sheepscombe School will share information with the police and with the Emerald Team. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with the police. Targeted support maybe available to disrupt learners from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (when a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Further support and information can be found here: [Preventing Child Sexual Exploitation | The Children's Society](#)

Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse they should consider seeking further advice and completing an Early Help Assessment or DASH to support the family.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. [Homepage - National Domestic Abuse Helpline](#) provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children From Domestic Abuse | NSPCC](#)
- [What is domestic abuse? - Refuge](#)
- [Safe Young Lives | Young people & domestic abuse - SafeLives](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#)
- [Home : Operation Encompass](#)

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Child Sexual Abuse

Mandatory reporting duty:

There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Generative AI

Sheepscombe Primary School recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on [Generative artificial intelligence in education](#), and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in the setting (KCSIE 2026, paras 165-166). Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes (see Key Safeguarding Areas and section 2.7 of this policy).

The Prevent Duty.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

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 (*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 uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an EHA.

Sport and single-sex provision

KCSIE 2026 sets out that schools, further education institutions and 16-19 academies (covered by Part 6 of the Equality Act 2010) may separate children by biological sex for single-sex sport and competitive activity where physical strength, stamina or physique would otherwise create a safety or fairness disadvantage. Some sports may need to be single-sex from a certain age for safety reasons, in which case there must be no exceptions. Requests relating to how a child participates will be considered against the guidance on 'considering requests for support with social transition', taking into account the best interests of the child, the impact on other children, and the aim of creating a safe and fair environment (KCSIE 2026, paras 95-98).

Toilets, changing rooms and boarding/residential accommodation

Sheepscombe Primary School will not allow children into toilets, changing rooms or overnight/boarding accommodation designated for the opposite biological sex, including in response to a request to support social transition.

Separate toilets are provided for boys and girls aged 8 and over, or a single, one-person toilet which is lockable from the inside, and separate changing accommodation for pupils aged 11 and over, in line with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

Where a gender-questioning child does not wish to use the facilities designated for their biological sex, Sheepscombe Primary School will consider whether an alternative, self-contained facility can be provided without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. (KCSIE 2026, paras 105-116 and 197-202)

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.