Charlton Kings Junior School

Child Protection and Safeguarding Policy Framework

Governor Committee Responsible:	Full Governing Body	**Governor Lead(s):**	
Member of Staff Responsible:	Beccy Andrews		
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Date Policy Ratified			

Document Version Control

Issue No.	Issue Date	Summary of changes
1	August 2026	This Child Protection Policy has been reviewed and updated in line with the **2026 Working Together to Safeguard Children** statutory guidance and **Keeping Children Safe in Education (KCSIE) 2026**. Updates revised safeguarding terminology, roles and responsibilities, information-sharing expectations, online safety and AI, low-level concerns, safer recruitment, and relevant local safeguarding procedures and protocols. The policy has also been updated to reflect current **Gloucestershire safeguarding arrangements**, including Operation Encompass and local referral and allegations management processes.

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Safeguarding in our School

In our school safeguarding is paramount and the requirement to recognise, report and follow up concerns about one of our pupils comes first and is pursued relentlessly to ensure that outcomes for children are prioritised.

At Charlton Kings Junior School, **safeguarding is everyone's responsibility**. We are committed to creating a culture where every child feels safe, valued, listened to and respected. We recognise that **safeguarding concerns, including serious concerns, could happen here**; no school or community is immune.

We therefore expect all adults to be **alert to signs of concern, confident to speak up and proactive in taking action** when something does not feel right.

We promote an open and supportive culture where concerns are shared promptly and never ignored, with the **best interests of the child at the heart of every decision**.

Definition of Safeguarding

Taken from Working Together to Safeguard Children 2026 – safeguarding children and young people is defined 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes.

It is important that everyone at Charlton Kings Junior School understands their responsibilities under Working Together to Safeguard Children 2026 and the latest Keeping Children Safe in Education (KCSIE) document in order to safeguard children and prevent them from coming to harm. Every member of staff must read part 1 of KCSIE and annex A and the latest Guidance for Safer Working Practice.

You can also refer to What to do if you are Worried a Child is Being Abused – Advice for Practitioners.

Safeguarding is the proactive process by which we keep children safe.

Child protection is the reactive process that happens once a child has been identified as being at risk of harm.

Safeguarding knowledge

To support our culture of safeguarding, it is vital that you understand that safeguarding action may be needed to protect our children from (and not limited to) the abuse in the list below. Our safeguarding provision is underpinned by an understanding of Human Rights legislation (1998) and the Equality Act (2010). We also ensure that we uphold anti-discriminatory, anti-racist practice. This will be explained to you in your induction and in safeguarding training.

Regular training is provided so that you know what to look for to help prevent or report the abuse that children may be suffering. You need to be aware that safeguarding issues are rarely standalone and often

cannot be covered by one definition or label alone. Throughout KCSIE abuse is referred to as Abuse, Neglect and Exploitation. You can follow the hyperlinks for more information:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse (Hate Crimes)
- Gender-based violence
- Child on Child/Peer-on-peer abuse such as sexual violence and harassment – You are required to challenge all inappropriate behaviour between children. See Appendix 1.
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation including County lines
- Child to parent abuse
- Serious violent crime
- Online abuse: Knowing the risks linked to using technology, artificial intelligence (AI) and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation and risks of accessing and generating inappropriate content, for example 'sexting' are an important part of your role.
- Grooming
- Gang violence
- Teenage relationship abuse
- Upskirting
- Mental Health issues
- Modern slavery
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity or youth violence
- Domestic Abuse – Children can be victims of Domestic abuse. Experiencing the effects of abuse at home can have a detrimental and long-term impact on health, wellbeing , development and ability to learn. In order to support children and families experiencing domestic abuse, Charlton Kings Junior school has signed up to the Encompass protocol. The school participates in Gloucestershire's Operation Encompass protocol, enabling the DSL to receive timely information from the police when a child has been exposed to a domestic abuse incident, so that appropriate support and safeguarding action can be provided.
- Female genital mutilation
- Forced marriage
- Poor parenting
- Homelessness
- Honour based violence
- Nudes and semi nudes including those generated by AI

Make sure you are familiar with the signs that a child may be experiencing abuse. These can be found via the hyperlinks above or in the section on 'Indicators of Abuse'.

You also need to understand that safeguarding also includes broader aspects of care and education including: children's health and safety, their wellbeing including their mental health.

Everyone has a responsibility to provide a safe environment in which children can learn. You should all be prepared to identify children who may benefit from early help. i.e. providing support as soon as a problem emerges through the family assessment process and via school. Further information can be found in the section on 'Early help'.

Related Policies

In addition to this you must be aware of the suite of policies we have in place to carry out the care and education of our children. These are: Allegations Management, Anti-bullying policy, Attendance Policy (including Children who are missing education), Behaviour Policy, Educational Visits policy, First Aid policy, Health and Safety policy, Intimate care policy, Medical needs policy, Moving and Handling Policy, Online safety policy, Risk Assessment procedure, Safer Recruitment Policy, SEND Policy, Staff code of conduct, Volunteers and Visitors Policy and Whistleblowing Policy.

These are summarised for all staff during induction, with the member of staff responsible for your induction ensuring that you understand the relevant content for your role – please ask if you have any questions about these. You are also required to read the Staff Code of Conduct.

Online Safety, Mobile phones and Artificial Intelligence (AI)

Online and AI risks are the most rapidly developing area of safeguarding. At Charlton Kings Junior School guidance about online safety and our approach to AI generated content and deep fakes is included in our online safety policy which you are required to read. Any online risks should be referred to the DSL in the usual way. Should these be related to phone use or the sending of nudes, semi-nudes including those created using AI you should **not** ask to view any pupil's phone.

The designated safeguarding lead, alongside the computing lead take a lead role for the school adhering to filtering and monitoring standards. The online safety policy provides detail of the governance responsibilities. All staff are required to report when:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

You are also required to be aware of the school's policy in relation to mobile phones. This information can be found in our school's Online Safety policy.

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Attendance

It is vital that all children are registered on arrival at school and at the beginning of the afternoon as part of the safeguarding process. There is a clear link between safeguarding and attendance as set out in the statutory guidance Working Together to improve attendance.

Senior leaders and those leading induction read all the policies on an annual basis and ensure that regular reminders are cascaded to all other staff. Other policies will be given to staff who need to know them to read and understand, for example Relationship and Sex Education Policy – teaching staff, Child Missing Education policy - attendance team.

Indicators of abuse

If you think a child is being abused, you must pass this on to the Designated Safeguarding Lead in person and via CPOMS. The following might indicate that a child is being abused. Further information can be found on the NSPCC website.

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Evidence of a poor relationship with a parents
- Knowledge of adult issues

- Running away or going missing from home
- Bruising
- Unexplained weight loss

Children are often not aware that they are being abused or not able to tell you that they are being abused so you must be vigilant to signs that a child might have been harmed.

Leadership of Safeguarding

At Charlton Kings Junior School there is clear leadership of our culture of Safeguarding through the following people:

Designated Safeguarding Lead: Mrs. Beccy Andrews (contact number: 07814974894) who also takes responsibility as the designated practitioner for safeguarding where appropriate or a separate person identified in the list below). Their roles are described in Keeping Children Safe in Education.

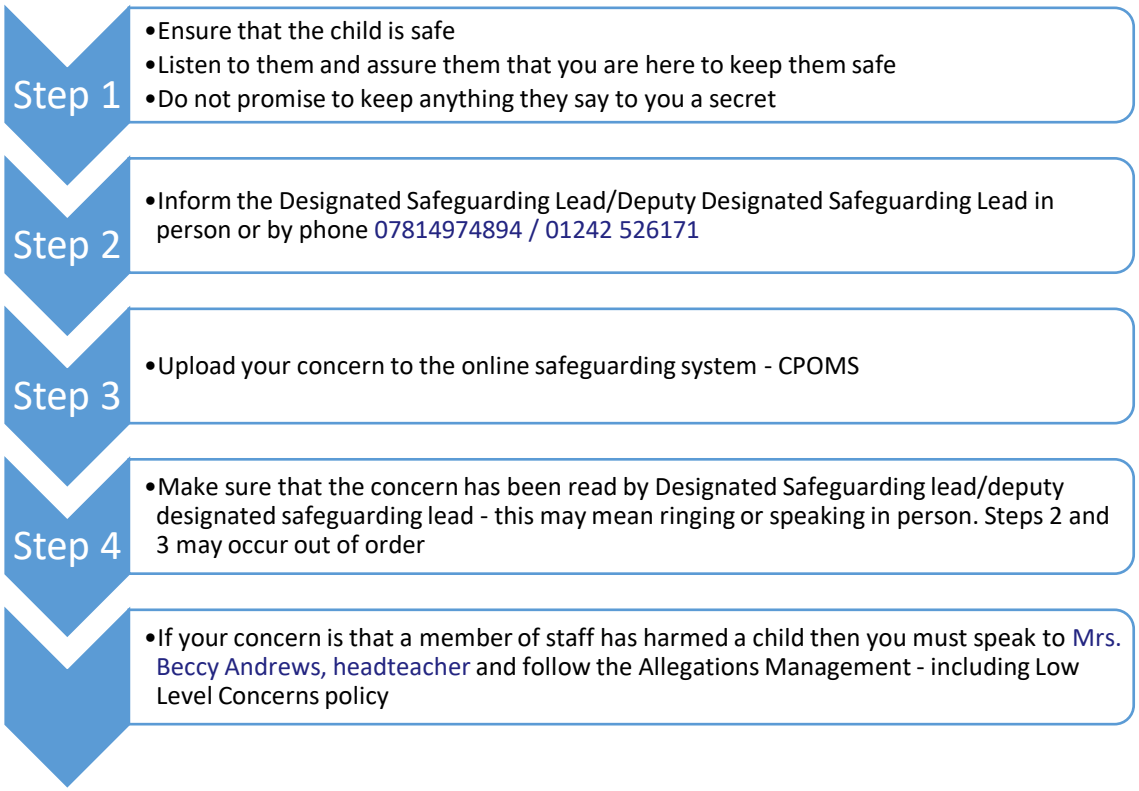
Deputy Designated Safeguarding Leads: Mr. Stuart Gaston-Nash, Mrs. Helen Fitzsimmons, Mrs. Sue Pearce, Mrs. Anna Ferchow and Mr. Nick Jukes.

These people have safeguarding job descriptions and have undertaken enhanced training in safeguarding and will always be willing to talk to you about any concerns that you may have.

Make sure that you know who these people are.

What to do if you have a concern

If you have a concern about a child, you should follow the steps on the following diagram:



What happens next?

Once you have registered your concern with the Designated Safeguarding lead or deputy they will decide if the child needs a referral to the local authority children's services. This is carried out under locally agreed multi-agency safeguarding arrangements. Further information about these can be found here. https://gloucestershirescp.trixonline.co.uk/chapter/recognising-abuse-and-neglect

Early Help

The school aims to prevent abuse causing trauma to children and so provide an early help pathway to support children and their families, before referrals into support from the local authority. This help could be any of the following:

Benefits Advice

Pupil Counselling or Therapy

Parent Counselling (subject to availability)

Parent cafe / social groups / siblings groups

Details of out of school and holiday activities

Provide contact details of other support services and agencies

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Parent Workshops, including parenting support and support for online issues at home
Pastoral Support
General care, support and advice

Charlton Kings Junior School manages the school's offer of early help; if you feel a family or child would benefit please ask.

Training

All staff receive regular training in safeguarding including:

- A yearly update through INSET training at the beginning of the academic year
- Weekly in staff meetings
- Updates from the DSL team after their fortnightly DSL safeguarding meetings

In addition, every member of staff has carried out the government's online Prevent training to address issues of radicalisation.

All safeguarding leaders have received enhanced safeguarding training and ensure that they keep themselves up to date with current safeguarding issues. The enhanced training is renewed every two years.

All our Governors receive safeguarding training on induction and regular updates so that they make strategic decisions about safeguarding in school. The Safeguarding Link Governor has enhanced training in line with that of the DSL.

All safeguarding training is recorded so that we know who has received what training and when this needs renewal.

Recording and record keeping

The school uses CPOMS to record all safeguarding incidents.

Please ensure that you have a login for this.

Make sure that you know how to record incidents – especially the detail that is required.

The guidance below should be followed:

- State the facts only (please do not give your own opinions about what you think has or is happening)
- Use the language used by the child (with the added clarity that you have sought from them if necessary)
- Be succinct (there is no need for a long narrative)
- Make sure you record: Where, how often, who was present when the safeguarding concern happened.

Safeguarding incidents require sensitivity and confidentiality. Please do not share information with anyone other than the safeguarding leads unless asked to do so by them.

All records are kept securely on CPOMS. These are passed on to other professionals when necessary under safeguarding information sharing protocols. If a pupil leaves the school these records are transferred without delay.

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If you are unsure of this any of the safeguarding team will help you with this.

Information sharing for safeguarding is the responsibility of the designated safeguarding leads. Please do not share any safeguarding information with anyone, including colleagues, without their permission.

Safeguarding Curriculum

In order to support our role in keeping children safe we have a curriculum which is designed to teach children how to keep themselves safe. It is important that you know about this curriculum and are able to signpost children to their learning if you are concerned about what might be happening to them in addition to the referral to the designated safeguarding lead.

Our curriculum covers the following in age appropriate ways: Healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise abusive relationships; safeguarding issues and what constitutes sexual harassment and sexual violence- further information about this can be found in Keeping Children Safe in Education, it is important that you know about this even if it is not considered age appropriate for our children.

Allegations Management, Whistleblowing and Low-Level Concerns

At Charlton Kings Junior School we always consider that the worst could happen here. This means that all staff are vigilant with regards to behaviour of others.

If you are concerned about the behaviour of a member of staff when they are with children, you must speak to the headteacher. If the concern is about the headteacher, you must speak to the Chair of Governors. They can be reached via email in the first instance: chair@ckjs.org.uk

They will then refer any issues to the Local Authority Designated Officer (LADO) on 01452 426994 or via amadmin@gloucestershire.gov.uk who will support the school to decide next steps.

Should you feel that your concerns are not being listened to, you are required to whistle-blow using the one of the following routes:

- Protect, an independent whistleblowing charity, previously known as Public Concern at Work (helpline: 020 3117 2502, email: whistle@protect-advice.org.uk, website: www.pcaw.co.uk).
- Through the **NSPCC whistle-blowing helpline - 0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: **help@nspcc.org.uk**

Further information can be found in the Allegations Management policy and the Whistleblowing Policy.

Recruitment, Induction and Visitors

All staff are recruited using safer recruitment procedures – this means that references and DBS are in place for every member of staff before they take up their post. Details are laid out in the Safer Recruitment Policy.

All recruitment panels have at least one person who has undertaken safer recruitment training. All staff have their details recorded on the Single Central Record.

Details of DBS requirements for contractors are set out in the Safer Recruitment Policy. All those visiting the school in a professional capacity are asked to prove their identity. Visitors attending school to provide enrichment activities for children are assessed in advance for the education value and appropriateness of

what they are going to deliver. If they are going to be unsupervised evidence of an enhanced DBS, with barred children check will be required.

Useful Contacts

NSPCC National Helpline: 0808 800 5000

Gloucestershire Children & Families helpdesk: 01242 426565

For **professionals**, select **Option 3**. The current Gloucestershire County Council guidance says this is the number to use for safeguarding concerns about children during office hours (9am–5pm, Monday–Friday).

Local Authority Designated Officer (LADO) on 01452 426994 or via amadmin@gloucestershire.gov.uk **If you would like any further information about anything is this policy, please ask one of the safeguarding leaders.**

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Appendix 1 – Child on child/Peer on peer abuse/Sexual violence and harassment

This type of abuse can be very difficult to manage in schools. Whilst KCSIE refers to victims and perpetrators we ensure that this terminology is only used when appropriate. This means that it is only used with the children or young people involved with very careful consideration, if ever. For ease of reference these terms are used here.

At Charlton Kings Junior School, we have a clear reporting mechanism for children and young people to report abuse. This information and the teaching of behaviours that are abusive are made clear to the children in assemblies, the teaching of RSE and on information posters around the school.

When such an incident is reported the school follows this process to ensure that all involved are fully supported.

- Ensure that the victim is safe and is not promised confidentiality
- Refer to the DSL and make a written report (facts and the child/young person presents them
- DSL should consider whether to report to Children's Social Care or the Police
- Parents of the victim should be informed unless this would put the victim at greater risk of harm
- The Police/Children's social care should advise as to how to proceed if they have been involved

A risk assessment should be completed to ensure that both victim and perpetrator's needs are managed in school.

It should also include any other children or young people who may also have been victims or witnesses

If the incident(s) occurred at school an assessment should be carried out of the location and how to better protect children and young people in the future.

ALL SHOULD BE DONE TO PROTECT THE IDENTITY OF BOTH VICTIMS AND PERPETRATORS

The impact of social media should be considered and is covered in KCSIE

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Appendix 1 – Child on child/Peer on peer abuse/Sexual violence and harassment

All staff have a responsibility to challenge inappropriate behaviour between children. The school adopts a zero-tolerance approach to child-on-child abuse and expects inappropriate behaviour to be challenged rather than normalised.

Staff must:

- Challenge inappropriate behaviour between children, including behaviour that may appear to be minor, intended as a joke or described as "banter".
- Not dismiss, minimise or normalise inappropriate behaviour as:
    - "Banter"
    - "Just a joke"
    - "Children being children"
    - "Boys being boys"
    - "Part of growing up"
- Not wait to determine whether behaviour is "serious enough" before challenging it. If behaviour is inappropriate, staff should challenge it.
- Report safeguarding concerns to the DSL or Deputy DSL in accordance with the school's safeguarding procedures.
- Follow the school's established procedures for recording, reporting and responding to child-on-child abuse.

Staff Response: See It. Stop It. Support. Report It.

See it - Notice inappropriate behaviour

- Be alert to inappropriate, harmful or concerning behaviour between children.
- Take all concerns seriously, including those that occur online or are described as "jokes" or "banter".

Stop it - Challenge it calmly and immediately

- Intervene promptly and calmly.
- Make it clear that the behaviour is inappropriate or unacceptable.
- Do not ignore behaviour or assume that someone else will deal with it.

Support - Check the child who may have been affected

- Check that the child is safe and okay.
- Provide an opportunity for the child to speak privately where appropriate.
- Listen without judgement and do not investigate or ask leading questions.

Report it - Tell the DSL and record appropriately

- Report any safeguarding concern to the DSL or Deputy DSL without delay.
- Record the concern accurately on CPOMS in accordance with school procedures.
- Provide factual information about what was seen, heard or disclosed.
- Staff do not need to determine whether behaviour constitutes abuse before reporting it.

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Key Principle

You do not have to decide whether behaviour is “serious enough” before challenging it. If it is inappropriate, challenge it. If you have a safeguarding concern, report it.

All staff should understand that early challenge and appropriate reporting help to prevent inappropriate behaviour from becoming normalised or escalating.

Staff should use calm, clear and age-appropriate language when challenging inappropriate behaviour. For example:

- Stop. That behaviour is not appropriate.
- That comment is not acceptable at CKJS.
- That language is not appropriate.
- You may consider what you have said to be a joke, but it isn't okay if it makes someone uncomfortable.
- We don't use ‘banter’ as an excuse for inappropriate behaviour.
- We treat everyone with respect and dignity.
- You need to respect their personal space.
- That behaviour could make someone feel uncomfortable or unsafe.
- We do not speak to or treat people in that way at CKJS.
- Think about how that might make the other person feel.

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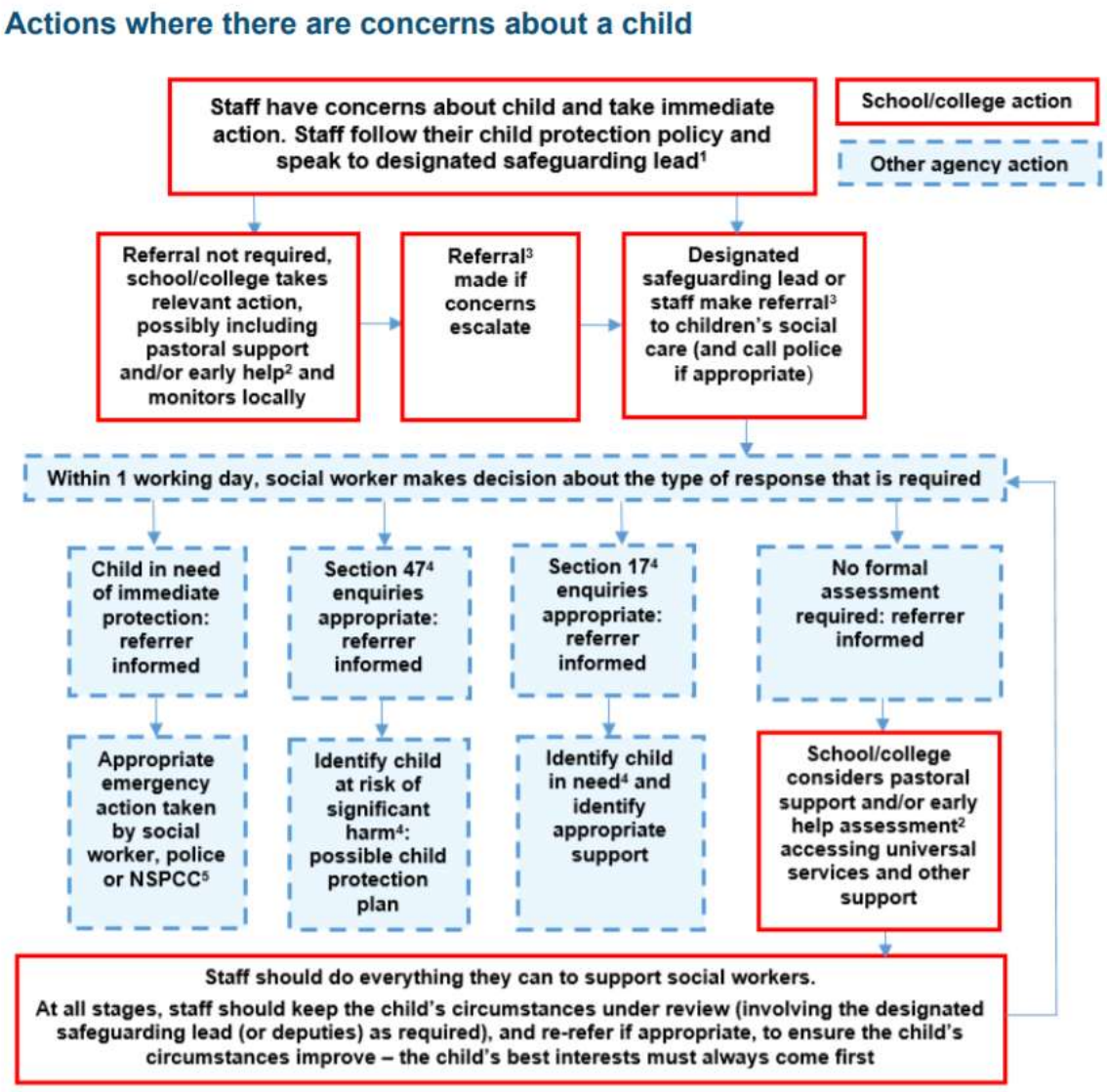
Appendix 2 – Actions to take where there are concerns about a child



Appendix 3 – Low Level Concerns

At CKJS we ensure that we promote an open and transparent culture towards safeguarding in which any concerns about adults working in or on behalf of CKJS (including volunteers and contractors) are dealt with promptly and appropriately.

We create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately.

This should:

- enable CKJS to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse
- ensure that adults working in or on behalf of CKJS are clear about professional boundaries and act within these boundaries, and in accordance the ethos and values of our school.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of CKJS may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or may not otherwise be serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- having favourites
- being over friendly with children
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a quiet area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the school; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the Headteacher and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of CKJS from becoming the subject of potential false low-level concerns or misunderstandings.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Ensuring that the Headteacher and Safeguarding Team remain approachable for all staff, students and their parents /carers.

All Low-Level Concerns will be shared with the Headteacher unless the concern is about the Headteacher, in which case the concern should be shared directly with the Chair of Governors - chair@ckjs.org.uk

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [staff code of conduct].

The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DDSLs.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority.

- Retained at least until the individual ceases employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority (LADO) and is found to be substantiated; and/or the concern (or group of concerns) relates to issues that would ordinarily be included in a reference, such as misconduct or poor performance.
- Written reports will be kept on file in accordance with the Data Protection Act 2018 and in compliance with GDPR regulations.

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Appendix 4 – Designated Safeguarding Team

Charlton Kings Junior School

DESIGNATED SAFEGUARDING LEAD →

Mrs. Andrews
Headteacher

DEPUTY SAFEGUARDING LEADS ↓

Mr. Jukes
Pastoral Lead

Mr. Gaston-Nash
Co-Deputy Head

Mrs. Fitzsimmons
Pastoral Lead

Mrs. Ferchow
School Business Manager

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Appendix 5 – Adults in School

All adults in our school must wear a colour specific lanyard so they are easily identifiable.

Blue: All staff employed by the school

Green: Known visitors to the school. For example: parent volunteers/supply teachers/external agencies working alongside staff and children (Educational Psychologists)

Red: Visitors who are not known to the school. For example: First time visitors, plumbers, engineers

White: School Governors

Children know to tell a trusted adult if there is an adult in school without one of these on.