Safeguarding/Child Protection Policy

Designated Safeguarding Lead (DSL): Kirsti Ashman - Head Teacher
Designated Governor for Safeguarding/Child Protection: Jonathan Glover
Deputy DSLs: Mel Richards – Deputy Head and SENDCo
Deputy DSL: Sarah Royle – Assistant Head
(DDSL - Depending on who is in charge in the Head Teacher's absence)
Pastoral Support Team - Investigation and Referral Support: Jackie Harris (PST Lead) and Kaytee Parish (Family Community Worker)

Contents:

Wording in Italics is taken from the Keeping Children Safe in Education document – updated September 2020.

1. **Introduction and Policy Statement**

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment, which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

The responsibilities of the Governing Board in relation to safeguarding are in Keeping Children Safe in Education September 2020 document and Ofsted Inspecting Safeguarding in Early years, Education and Skills Settings – see Part 2 of KCSIE 2020.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

2. **The Role of the Governing Board**

Hester's Way Primary School have found it helpful for an individual member of the governing board to champion safeguarding issues within the school, liaise with the head teacher about them, and provide information and reports when needed to the governing board.

The designated governor is asked to undertake training on safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governors have the responsibility to check that the following procedures are in place:

- The school has an effective child protection policy. The child protection policy should describe procedures, which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding.

- The policy should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.

- A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. Our school uses the GSCE "Safer Working Practises" document, the Staff Code of Conduct and Whistle – Blowing Policy.

- The Governing Board should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

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

- Our school follows the Local Authorities "Missing Children in Education" guidance.

- The Governing Board should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

- The school operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, volunteers and Governors who will work with children, including DBS and List 99 checks.

- The school have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures.

- The school have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding issues, providing advice and support to other staff, liaising with the LA, and working with other agencies.

- Ensure the head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

- Other training is in place e.g. safer recruitment, PREVENT, FGM etc.

- Remedy any deficiencies or weaknesses with regard to child protection arrangements that are brought to its attention without delay.

- Ensure that a member of the governing board (usually the Chair) is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher.

- Review the school's safeguarding audit, policies and procedures annually and support in the audit.

- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.

- Review SCR at least bi-annually.

- Parents and carers are made aware of the contents of this policy and its procedures through newsletters and the school website.

3. Aims of the Policy

The purpose of this policy is to:
- Provide protection for our pupils with a "child-centred approach", within our systems and practise.

- Enable staff and volunteers to safeguard and promote the welfare of children.
- Promote a culture, which makes the school a safe place to learn.

As a school, we will aim to:
- Raise the awareness of <u>all</u> school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- Ensure that the child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- Make pupils and parents aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff.
- Ensure that all employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Be a supportive staff so that children who are being abused, neglected or at risk of harm (they may only tell people they trust and with whom they feel safe) can talk and disclose evidence of abuse or raises other concerns about their welfare, with staff following up procedures in an appropriate way.
- Ensure that staff's own practice and behaviour puts children's welfare first, cannot be misconstrued in any way, and does not contravene accepted good practice; Staff conduct, whistleblowing and expectations of teaching staff's roles and responsibilities will be followed from LA and DfE guidance.
- Make all staff and volunteers aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Head teacher) or to the Local Authority LADO.
- Promote effective liaison with other agencies in order to work together for the protection of all pupils.
- Support pupils' development in ways that will foster security, confidence and independence.
- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, are listened to and their concerns followed up.
- Listen; provide support and signpost parents/families for any support needed.
- Integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages – teaching the children how to keep safe and be good citizens; extra support may be given from the Pastoral Support Team.
- Take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety.
- School works with multi agencies and allows access to social care to conduct assessments and other LA officers to carry out safeguarding functions e.g. investigate allegations.
- We aim to challenge social care and any other agencies where needed.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to their new school immediately with the permission from social care and that the child's social worker is informed.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the <u>Children Act 1989</u> & The Children's Act 2004.

Hester's Way Primary School fully recognises its responsibilities and the importance of Child Protection and Safeguarding.

'Always act in the interests of the child'
1. It is the school's responsibility to safeguard and promote the welfare of children.
2. Ensuring we practice **safer recruitment** in checking the suitability of staff and volunteers to work with children.
3. **Raising awareness** of safeguarding issues and equipping children with the skills needed to keep them safe.
4. Developing and then implementing **procedures** for identifying and reporting cases or suspected cases, of abuse.
5. **Supporting pupils** who have been abused in accordance with his/her agreed Child protection Plan.
6. Establishing a **safe environment** in which children can learn and develop.

4. **Types of Abuse**

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. As a school, we are aware that safeguarding and child protection issues could arise at any time and we aim to be vigilant, act promptly as well as prevent issues through our curriculum, nurturing environment and well-trained staff.

As described in the **"Keeping Children Safe in Education"** – Statutory Guidance for September 2020, the types of abuse and neglect are listed below.

Knowing what to look for is vital to the early identification of abuse and neglect.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in KCSIE Annex A.

Peer on peer abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault;
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
• upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
• sexting (also known as youth produced sexual imagery); and
• initiation/hazing type violence and rituals.
All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Serious violence: All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Female Genital Mutilation: Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health: All staff should also be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

All staff should immediately report any concerns to the DSL and later ask for a follow up on actions and responses. The DSL will assess case by case and notify the relevant authorities of the incident, in accordance to KCSIE Part 5 requirements. A risk assessment will be considered, written and actioned where needed to safeguard all.

The Teaching Staff and the Pastoral Support Team may be asked to do direct work with pupils (victim and perpetrator) as a result of any incidents.

KCSIE Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance on the various aspects of child protection, as required via GOV.UK and other government websites.

5. **Designated Safeguarding Lead Roles and Responsibilities**

We will follow the **procedures set out by the Local (Gloucestershire) Safeguarding Children Executive** (GSCE) and take account of guidance issued by the Department for Education.

The school has a designated senior person for child protection (Designated Safeguarding Lead - DSL) who has received appropriate training and support for this role. This is the Head Teacher. However, the Head Teacher may delegate responsibility for making safeguarding referrals, following up referrals or attending meetings to the DHT/SENDCO, AHT and Pastoral Support Team. The Designated Safeguarding Lead (DSL) has a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

The GSCE Designate Safeguarding Model Job Description is used:

Manage referrals

The designated safeguarding lead is expected to:
- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures, the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:
- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing board regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the GSCE to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection file and Information Sharing

Child Protection files are stored in confidential and locked areas in school, only accessible to those members of staff who need access. We use CPoms as an internal system to communicate confidential information. This system has a two-step log in system for addition security. The system is used for immediate communication to keep staff up to date with children's particular needs and circumstances.

The Designated Safeguarding Lead is responsible for raising the awareness of information sharing with teachers and leaders about the welfare, safeguarding and child protection matters in our school, so that everyone can better understand the child's needs to support them.

Where children leave the school, we ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight for SEND in colleges, are aware as required.

We forward and receive CPoms child files with schools who also use the system, for continuity and sharing of chronology records.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

We ask parents on admission to school, for permissions around sharing information with other agencies and explain that due to Child Protection, we may have to share information without their consent.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

We have a GDPR policy, highlighting our Data Protection Officer, school GDPR practise and procedures.

Further details on information sharing can be found: • in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing • at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful • at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department • in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone, TEAMS or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The **Deputy Designated Persons** are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. This is the Deputy Head Teacher and Assistant Head Teacher when they are responsible for the school, in the Head Teacher's absence. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

6. **Staff Roles and Responsibilities**

A child centred and coordinated approach to safeguarding

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
• protecting children from maltreatment
• preventing impairment of children's health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
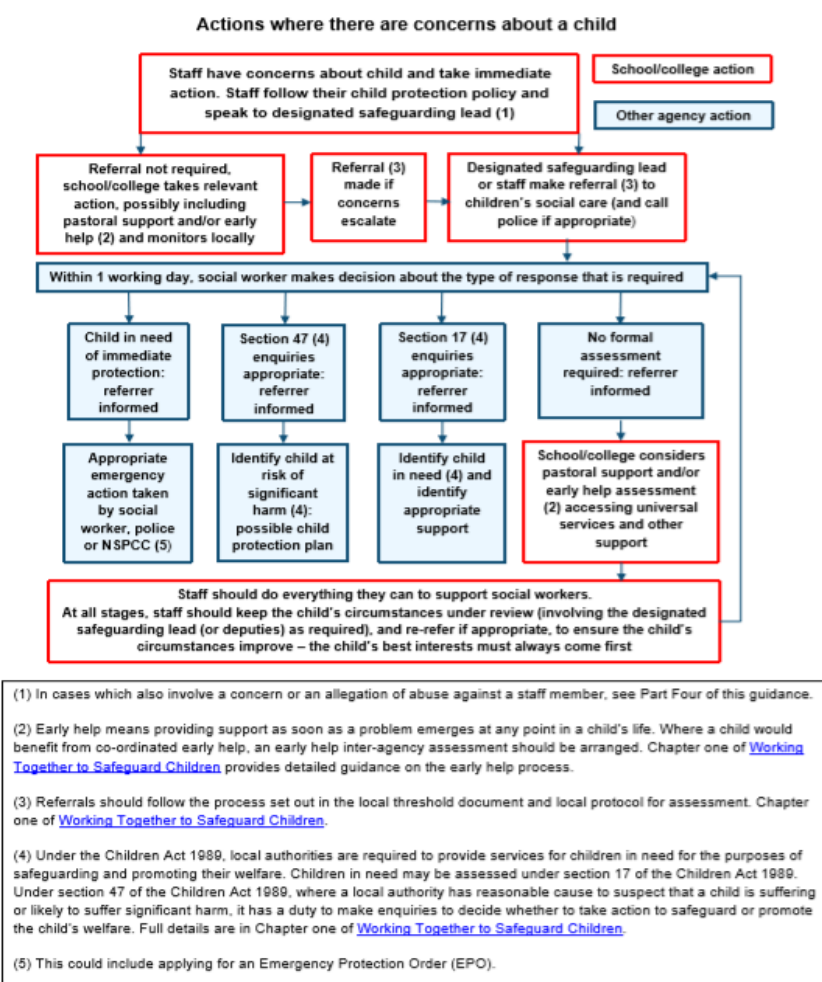• taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

The role of school staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33 of the KCSIE document. Staff should expect to support social workers and other agencies following any referral.

Actions where there are concerns about a child

(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advice on the response to safeguarding concerns.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know:

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
• the child protection policy;
• the behaviour policy;
• the staff behaviour policy (GCC Code of Conduct and all Professional Standards followed)
• the safeguarding response to children who go missing from education; and
• the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
Copies of policies and a copy of Part one of this document should be provided to staff at induction.

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.7

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff should:
- Understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- The NSPCC website has guidance on what to look out for and what to do if you are worried, as well as the GSCE website.
- Keep records of concerns about children or disclosures by children, written, dated and signed by the person who raised the concern, and **immediately** pass these on to the Head Teacher (DSL), or the Deputy DSL and then the Pastoral Support Team when directed by the DSL.
- Ensure all records are kept secure, separate from the main pupil file, and in locked locations. A record of all child protection concerns and referrals made will be kept locked in the Pastoral Support Office.
- Ensure that training is completed within every 3 years as in line with LA guidance. Records will be kept in the school Safeguarding File.
- Know the four main types of abuse: emotional, neglect, sexual and physical.
- Be aware of and know about the main Safeguarding issues: Child Sexual Exploitation, Child Missing in Education, bullying, domestic abuse, drugs, induced illness, female genital mutilation, radicalisation and forced marriage.
- Enquire about outcomes and if not informed by the person dealing with the issue and be prepared to challenge Senior Leaders over any safeguarding concerns.

   7. **Child Protection Procedures/Referrals:**

If a member of staff has concerns about a child or a child makes a disclosure to them, they should follow the procedures below:

1. The member of staff should listen to what the child is saying without asking questions unless necessary to clarify what is being said. Never promise that it will be kept secret.
2. The staff member should immediately record in writing what the child has said, and / or what their concerns are, and sign and date this record, with the child's details.
3. The staff member should immediately inform the Head Teacher (Designated Safeguarding Lead) or in his absence the Deputy DSLs and then the Pastoral Support Team.
4. The DSL (or Deputies) will then complete the school record form either for a log of concern to be kept on file in school, or for a referral to be made to the Children's Helpdesk. Tel: 01452 426565.
5. If a referral is to be made, the DSL (or DHT/SENDCo) will also complete the Liquid Logic Online Portal MARF or when not available a paper copy referral form to be sent to the Children's Helpdesk (MARFs can be found on the GSCE website).
6. The school record forms and the MARF referral form will be kept in the Child Protection file in the Pastoral Support Office.
7. The Head Teacher, DHT, AHT Pastoral Team will be responsible for following up any referral made and recording the outcome. These cases will be discussed regular meetings.
8. The parent/carer may or may not be contacted prior to a referral depending on the nature of the concern.

Any member of staff can make a referral to the Safeguarding Helpdesk in an urgent situation. Please call 01452 426565 and talk through the incident. The child's name, date of birth and address will be needed, along with details of the incident.
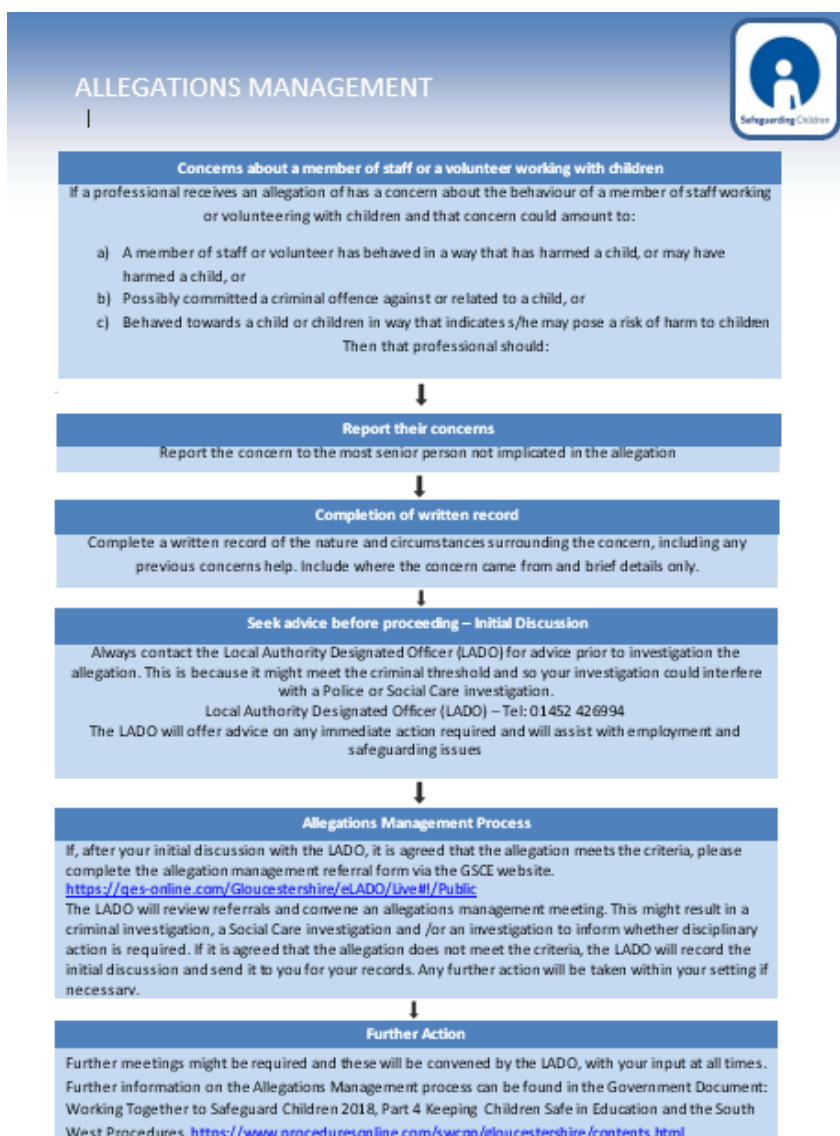
Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Gloucestershire Central Referral Unit cru@gloucestershire.pnn.police.uk or 01452 753458 If the DSL feels that the nature of the concern needs Police attention they will contact Gloucestershire Police.

8. **Allegations Management**

Concerns about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Head Teacher who will follow the GSCE guidance and refer to the appropriate Local Authority Designated Officer. The GSCE Allegations Management document and staff support document will be used. Any concern or allegation against the Head Teacher will be reported to the Chair of Governor, who will then report this to the LADO.

The Head teacher will liaise with all parties and communicate the outcome. If "unfounded" means that there is evidence to show that the allegation did not happen. When the allegation is substantiated and the person is dismissed, ceased to be employed by school or resigns, then school will consider a referral to the Teaching Regulations Agency (TRA).

ALLEGATIONS MANAGEMENT

Concerns about a member of staff or a volunteer working with children

If a professional receives an allegation of has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

a) A member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
b) Possibly committed a criminal offence against or related to a child, or
c) Behaved towards a child or children in way that indicates s/he may pose a risk of harm to children

Then that professional should:

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Report their concerns

Report the concern to the most senior person not implicated in the allegation

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Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.

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Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigation the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.
Local Authority Designated Officer (LADO) – Tel: 01452 426994
The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues

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Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, please complete the allegation management referral form via the GSCE website.
https://qes-online.com/Gloucestershire/eLADO/Live#!/Public
The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

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Further Action

Further meetings might be required and these will be convened by the LADO, with your input at all times.
Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018, Part 4 Keeping Children Safe in Education and the South West Procedures. https://www.proceduresonline.com/swcpp/gloucestershire/contents.html

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's GCC Whistle Blowing Policy and code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

The NSPCC whistle blowing helpline can also be used https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
• behaved in a way that has harmed a child, or may have harmed a child;
• possibly committed a criminal offence against or related to a child;
• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
• behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Schools and colleges as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below).

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, 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.The harm test is explained on the Disclosure and Barring service website on GOV.UK.

Supply teachers: In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support.

The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. Initial considerations. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:
• Substantiated: there is sufficient evidence to prove the allegation;
• Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

• False: there is sufficient evidence to disprove the allegation;
• Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
• Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

It should also be noted that where there are concerns of a staff members behaviour or conduct outside of school, that may affect a person's suitability to work with children, and may be considered as an Allegation Management enquiry. For example, Domestic Violence.

9. **Multi-Agency Working - Three Safeguarding Partners (The Local Authority; Health and the Police)**

Safeguarding partners
A *safeguarding partner* in relation to a local authority area in England is defined under the
Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:
(a) the local authority
(b) a clinical commissioning group for an area any part of which falls within the local authority area
(c) the chief officer of police for an area any part of which falls within the local authority area

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local

authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

10. **Working with Parents and Carers**

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Hester's Way Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm or we need the advice and guidance of other agencies.

We encourage parents to disclose any concerns they may have with staff. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

11. **Pupil Support**

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

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- The school Pastoral Support Team who will give children individual support with behavioural, emotional and social difficulties, including 'keeping safe'.
- We will assess their mental health needs and the school's TALC lead - Team Around the Locality (TALC) - will submit any referrals or funding requests.
- Liaison with other agencies that support the pupil such as Social Care, CYPS education welfare and educational psychology service. We will be proactive in this, making sure that we keep other agencies informed and follow up referrals we have made and contribute to any plans with clear actions and outcomes.

Children potentially at greater risk of harm: Children who need a social worker (Child in Need and Child Protection Plans). Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children requiring mental health support: Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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.

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

We have a Designated Teacher for Children in Care (CIC) or Looked After Children (LAC). We check their legal status and parental responsibility arrangements.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

12. **Special Educational Needs**

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as they are for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness should be raised to these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator (SENDCo) to identify pupils with particular communication needs.

13. **Early help**

'Providing early help is more effective in promoting the welfare of children than reacting later'.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

Identify children and families who would benefit from early help.

(Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- *is disabled and has specific additional needs*
- *has special educational needs (whether or not they have a statutory Education, Health and Care Plan)*
- *is a young carer*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups*
- *is frequently missing/goes missing from care or from home*
- *is at risk of modern slavery, trafficking or exploitation*
- *is at risk of being radicalised or exploited*
- *is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse*
- *is misusing drugs or alcohol themselves*
- *has returned home to their family from care*
- *is a privately fostered child*

Undertake an assessment of the need for early help.

Provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Early Help and the Voice of the Child

'Always act in the interests of the child'

- These are important factors as early intervention and the correct usage of multi-agency work can prevent serious incidents occurring.
- The Pastoral Support Team plan and organise a range of in house and external support for these families and children. It is part of our school ethos to give pupils a voice; we listen to their requests and concerns and act accordingly.
- Concerns and worries are taken seriously, shared with other agencies if necessary, monitored closely & recorded.
- We use the Graduated Pathway – see our offer of Early Help Policy.

14. **Visitors in School**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

Where possible, we try to use contractors pre-approved by Gloucestershire County Council. We ask for evidence of DBS and where this is not available in non-regular activity, we ensure that contractors and visitors to school are accompanied by staff.

15. **Pastoral Support Team**

The Family Community Worker, Pastoral Support Lead and SENDCo form the Pastoral Support Team (PST). They meet regularly with the Head Teacher to discuss vulnerable pupils and the actions and outcomes for these children. The PST and/or HT may attend meetings with multi-agencies regarding our vulnerable pupils. As a staff, we support each other in our roles and responsibilities. Systems are in place for ensuring staff well-being and any needs are dealt with, in order to resilient and in good health to deal with the challenges and demands of this role.

Child in Care (CIC)
The designated teacher for CIC is Mel Richards.

16. <u>Missing Children in Education</u>

As a school, we are very aware of the dangers of pupils who may go missing due to a range of reasons. The school follows clear guidelines using the GSCE Protocol and our Attendance Policy.

Vulnerable Pupils

- The school office has a list of all vulnerable pupils.
- If vulnerable pupils are absent with no call, the schools call the parents by 9.40am.
- The allocated PS worker is informed of the outcome of the call **on all occasions.**
- If no response, the PS worker will inform the family social worker who will decide upon a course of action. If no SW the PST members may visit the home.
- The SW will be asked to update the PST on any outcomes of a call or visit.

Non-Vulnerable Pupils

- If no parent calls for an absence, the school will call or text to find out the reason for the absence.
- The office informs the head teacher of absences.
- Alternatives family/friend contacts will be contacted to locate the absent child and note the reason for absence.
- A home visit may be considered.
- If required, the school may contact the police to carry out a 'health check' at the house.
- The school will take advice from the LA and follow their guidance.

17. <u>Curriculum including Online Safety</u>

Personal, Social and Health Education is taught in school, as well as Spiritual, Moral, Social and Cultural (SMSC) development and British, Modern Values (BMV) to ensure that children learn how to be good citizens and about other people's cultures and beliefs. We aim for the children to learn life-skills, how to keep themselves and each other safe. We plan these areas of the curriculum into our assemblies to teach whole school issues e.g. Fire and road safety; E-safety; Pants rule etc. Other areas of the curriculum such as Relationships and Sex Education are also important parts of our "keep safe" work, as well as educating the children about family life and choices.

Our staff are trained in e-safety and the local PCSos also lead class sessions with teachers and children. We have a comprehensive E-safety Policy. We are aware that:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

At our school, we want to teach children how to keep themselves safe, as well as being responsible and respectful online themselves. Our curriculum links to online safety are found in the PSHE and Computing curriculums.

We have school filters and monitoring systems in place at school to limit the risk of children accessing or seeing inappropriate materials. Children are not allowed phones in school and must hand these in to teachers at the start of the day to be locked away. Phones are used for safeguarding purposes for pupils walking to and from school, at their parent/carers discretion.

We have a page on our school website relating to home learning, referring children and families to resources and other websites with information about how to keep safe online.

Opportunities to teach safeguarding: Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

The following resources may help schools:
• DfE advice for schools: teaching online safety in schools
• UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected world
• National Crime Agency's CEOP education programme: Thinkuknow
• Public Health England: Rise Above
Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

18. **Educational Visits**

Teachers will use the GCC risk assessments to record Educational Visit risk assessments and the Head teacher will authorise or sign them off before the trip. Residential risk assessments will be sent to the SHE department at GCC as per the Local Authority guidance. Children will not go on the trip if their behaviour is deemed to be unsafe to themselves or others. If this is the case, parents/carers will be notified and children will remain at school to be educated. With reference to travel any volunteers or minibus use will be risk assessed against the GCC expectations and Health and Safety policy (E.g. driving license, MOT, insurance and MIDAS checks).

19. **Health & Safety**

The Head teacher is responsible for ensuring that Health and Safety procedures are in place and this is overseen by the Governors. We use the GCC guidance and risk assessments. The Local Authority completes compliance and a Health and Safety audit annually. The Governors responsible for Health and Safety in school are the "Staff, Finance and Resource Committee". Walks are carried our regularly and actions drawn up to address any issues in priority order. It is all staff's responsibility to report any Health and Safety issues to the Head Teacher.

20. **Activities outside school hours**

Agencies that use our school facilities must ensure that they follow their own safeguarding procedures and are responsible for the children, staff and visitors in their care. They must also adhere to the school's policy. We have a hiring risk assessment in place that requires school to see insurance policies, DBS checks and other health and safety documents.

21. **Supply Staff**

- All supply staff must possess the appropriate DBS check, without this they will be unable to work in the school.
- This will be checked prior to the supply teacher working with us.
- The school will hold the DBS reference numbers for all regular supply teachers from the supply company.
- Supply teachers will be provided with information on Safeguarding procedures in school when they do their 1st day at the school, this will be given to them by the office. They will keep this documentation.
- If there is a concern regarding Allegation Management the same process should be followed for school staff and the agency informed that a concern has been reported.
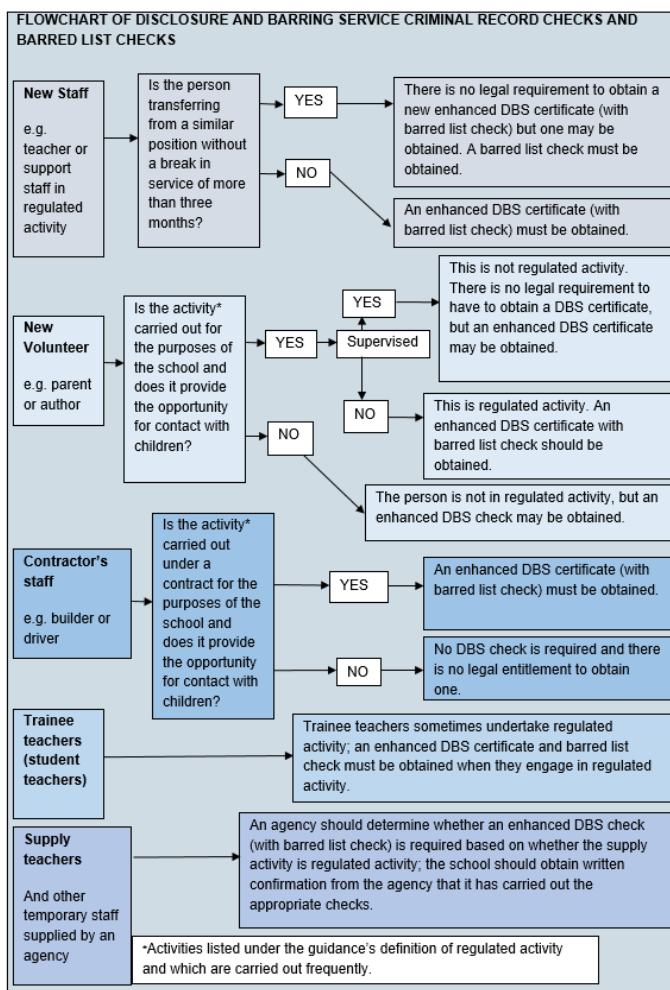
22. **Safer Recruitment Practice**

- There will always be 'safer recruitment' trained staff as part of the recruiting group; this group will carry out all reasonable precautions to ensure effective recruitment. Our trained Governor is Pippa O'Connell. The head teacher is also trained in Safer Recruitment, as well as the Deputy Head.
- We aim to follow the GSCE guidance for Safer Recruitment.
- Adverts will include safer recruitment statements.
- Application forms will require safer recruitment questions and disclosures.
- At interview, applicants will be asked if they have any prosecutions or ongoing prosecutions for safeguarding of children and other relevant convictions.
- At interview, applicants will be asked for photographic proof of identification.
- Appointments are conditional on pre-employment checks, verification of ID, DBS, Barred List, physical/mental fitness, right to work in UK and appropriate qualifications.
- References are sought for both internal and external candidates and are part of the pre-employment checks. These are checked to ensure they are from someone with the authority and a reliable source.
- The Singe Central Record will contain all the DBS checks for staff; this will be sectioned off for all the appropriate personnel who work/volunteer in schools, considered to be in regular activity.
- Staff complete an annual self-disclosure of any reportable issues under the "Disqualification" criteria.
- 'Prohibition Checks' will be carried out and recorded in a separate column in the SCR for staff and relevant Governors.
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. The Home Office guidance on criminal records checks for overseas applicants can be found on GOV.UK. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the TRA Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.
- Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England.

Governors

- Governors will be subject to an application, references and the election process, as well as an enhanced DBS. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

Informing DBS and/or Secretary of State of Cases

- The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.
- The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual. Detailed guidance on when to refer to the DBS can be found on GOV.UK.
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person see paragraphs 126-127. How to refer can be found on GOV.UK.

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

New Staff e.g. teacher or support staff in regulated activity — Is the person transferring from a similar position without a break in service of more than three months? — YES → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained. — NO → An enhanced DBS certificate (with barred list check) must be obtained.

New Volunteer e.g. parent or author — Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children? — YES → Supervised — YES → This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained. — NO → This is regulated activity. An enhanced DBS certificate with barred list check should be obtained. — NO → The person is not in regulated activity, but an enhanced DBS check may be obtained.

Contractor's staff e.g. builder or driver — Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children? — YES → An enhanced DBS certificate (with barred list check) must be obtained. — NO → No DBS check is required and there is no legal entitlement to obtain one.

Trainee teachers (student teachers) — Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.

Supply teachers And other temporary staff supplied by an agency — An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.

*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

New Staff

- New staff will be asked to read all relevant policies and ensure that procedures are understood/adhered to; this is part of their induction (Safeguarding Induction Pack).
- A Safeguarding Check List and Safeguarding Induction Pack must be completed and a copy given to the head teacher. The checklist should be dated, signed by appropriate staff and a completed copy given to the head teacher, which will be kept in the main safeguarding file.
- Appropriate safeguarding courses will be offered as part of the overall training offered to new staff.
- We will ensure new staff remain within the 3-year training period.
- Receive a copy of the 'Safeguarding Children Quick Reference for New Staff or Volunteers'

23. <u>The use of 'reasonable force' in schools and colleges</u>

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. 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.

We use the Local Authority Personalised Risk Assessment for a pupil when the need for "reasonable force" becomes greater. This is drawn up by the teacher, SENDCO, and shared with staff who work with the child and the parents/carers.

24. <u>Behaviour Policy</u>

At our school, we promote positive behaviours through celebrations and sanctions systems (Please see our Behaviour Policy). Our behaviour expectations of "Be Ready, Be Safe, Be Respectful" runs throughout our school practise. Please see other Stakeholder behaviour policies: Staff Code of Conduct; GCC Unacceptable Behaviour Policy, Safer Working Practise, Teacher/HT Standards.

25. <u>Alternative Provision</u>

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

26. <u>Radicalisation</u>

The school takes this issue very seriously and will be alert to any form of behaviour that would infer a child is being radicalised. All staff have completed online training to support their understanding of this concern. The head teacher is trained and aware of PREVENT duty. There is other Prevent training for referrals and Channel awareness.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. The school's responsibilities in relation to the Counter Terrorism and Security Act 2015 are outlined below. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or

racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. We are aware that terrorism can be a by-product of radicalisation.

As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or "hate" terms to exclude others or incite violence.
- Intolerance of difference: gender, disability, homophobia, race, colour or attempts to impose extremist views or practices on others Anti-Western or Anti-British views.

As part of the PREVENT duty:

- The Prevent lead will be the DSL – Head Teacher or Deputies.
- Staff assess risk of pupils being radicalised and drawn into terrorism.
- Through training, staff know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns to the police via 101 or emailing childrenshelpdesk@gloucestershire.gov.uk or 01452 426565
- We work in partnership with other agencies.
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff training raises awareness of PREVENT.
- IT policies and suitable filtering ensures that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site.
- The Educate against Hate website is used by staff and can be accessed by parents/carers (via the school web site) http://educateagainsthate.com/ .

As with other safeguarding issues, staff should inform the DSL and the appropriate advice will be sought as per the GSCE and DfE guidelines.

Definitions:

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

27. **So-Called "Honour Based" Violence & Forced Marriages**

School staff are alert to monitor the signs shown in extremist behaviours:

"Honour based" Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

It should also be noted that this type of abuse may include non-violent forms of abuse.

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For further information, we can refer to:

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership

28. **Female Genital Mutilation**

The statutory guidance 'Keeping Children Safe in Education', asks schools to ensure that they raise awareness of Female Genital Mutilation (FGM). Staff should be aware of FGM and it should be included in your policy where the different types of abuse and neglect are set out. Whilst any concerned staff member would talk to the DSL, the member of staff also has a legal responsibility to ensure that any disclosures are reported to the Police, as well as Social Care.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.
Key Points:
•Not a religious practice
•Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
•Criminal offence in UK since 1985
•Offence since 2003 to take girls abroad
•Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:
•Cultural identity – An initiation into womanhood
•Gender Identity – Moving from girl to woman – enhancing femininity
•Sexual control – reduce the woman's desire for sex
•Hygiene/cleanliness – unmutilated women are regarded as unclean

Risk Factors include:

•Low level of integration into UK society
•Mother or sister who has undergone FGM
•Girls who are withdrawn from PSHE
•A visiting female elder from the country of origin
•Being taken on a long holiday to the family's country of origin
•Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:
•Difficulty walking, sitting or standing
•Spend longer than normal in the bathroom or toilet
•Unusual behaviour after a lengthy absence
•Reluctance to undergo normal medical examinations
•Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:
•Difficulties urinating or incontinence
•Frequent or chronic vaginal, pelvic or urinary infections
•Menstrual problems
•Kidney damage and possible failure
•Cysts and abscesses
•Infertility
•Complications during pregnancy and childbirth
•Emotional and mental health problems.

All members of staff should be vigilant of specific pupils who may be removed from school for this practice, these could be:
• The child talks about taking a holiday back in their home country;
• Arranging for vaccinations;
• Planning being absent from school;
• Child talks about a special procedure /ceremony that is about to happen.

Indicators that FGM has already taken place:
• Prolonged absence;
• Behaviour change;
• Bladder or menstrual problems;
• Difficulty in sitting down;
• Pain between the legs.
If this is the case, inform the DSL immediately. Alternatively, any member of staff can report concerns about FGM to the local police – see details below.

Again, any concerns refer to DSL immediately and/or any staff member can contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator on 101 or 01242 247933.

29. **Child Sexual Exploitation and Child Criminal Exploitation**

The school works together with other agencies to identify and reduce the risks of child sexual exploitation. Where the school staff, think that a child may be at risk the Child Sexual Exploitation toolkit is used and may be referred to social care and the police if it confirms concerns.

KCSIE:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Some of the following signs may be indicators of child sexual exploitation:
* *children who appear with unexplained gifts or new possessions;*
* *children who associate with other young people involved in exploitation;*
* *children who have older boyfriends or girlfriends;*
* *children who suffer from sexually transmitted infections or become pregnant;*
* *children who suffer from changes in emotional well-being;*
* *children who misuse drugs and alcohol;*
* *children who go missing for periods of time or regularly come home late; and*
* *children who regularly miss school or education or do not take part in education.*

Staff must read, understand and follow the KCSIE guidance on P77.

Pupils are taught how to keep themselves safe at an age appropriate level through our curriculum: learning about PSHE - Healthy Relationships and RSE, Hygiene; E-Safety and "Keep Safe" work like the PANTs rule.

30. **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity
(a) in exchange for something the victim needs or wants, and/or
(b) for the financial or other advantage of the perpetrator or facilitator and/or
(c) through violence or the threat of violence.
The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:
* *children who appear with unexplained gifts or new possessions;*
* *children who associate with other young people involved in exploitation;*
* *children who suffer from changes in emotional well-being;*
* *children who misuse drugs and alcohol;*
* *children who go missing for periods of time or regularly come home late; and*
* *children who regularly miss school or education or do not take part in education.*

Report any concerns to the DSL.

31. **Sexual violence and sexual harassment between children in schools**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 200322 as described in the Keeping Children Safe in Education document.

Sexual Harassment including "Up-Skirting"

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include:
• non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media;
• sexual exploitation; coercion and threats;

• up skirting - typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the Flowchart on Page 12. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (DSL).

32. **Peer on Peer Abuse**

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's policy and procedures with regard to peer on peer abuse.

Procedures to minimise the risk of peer on peer abuse:

Any allegations will be investigated, recorded and dealt with accordingly, and victims, perpetrators and any other child affected by the incident will be supported through Pupil Voice, Talk Time, specific work with the Pastoral Support Team or class teaching staff. Referrals to other agencies may also be sought for support.

Concerns about inappropriate sexual behaviour and/or violence will be reported to the DSL immediately and a referral made to Children's Social Care and/or the Police (depending on the nature of the abuse) who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories of abuse, schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also GSCE policy).

This guidance, published by the DfE, will be followed: "*Sexual violence and sexual harassment between children in schools and colleges. (Advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads) December 2017.*

As a school, we take any bullying (including cyber-bullying) very seriously. We encourage pupils to always talk about any concerns and parents/carers to talk to staff if children have confided anything to them at home. School works closely with the Local Community Police Officer to educate the children and deal with any incidents especially regarding Cyber- Bullying due to the legal implications when the children get older. The PSHE, SMSC, BMV curriculum is taught to prevent and deal with any issues.

If school staff become concerned about a child bullying others, this may be referred to social care.

School aim to prevent bullying, peer on peer abuse and any discrimination including sexual harassment through a broad and balanced curriculum, PSCHE curriculum, Relationships and Sex Education and following policies and guidance regarding Equality and the Disability, Discrimination Act.

In conjunction with the Anti -Bullying and Hate Policy and E-Safety Policy, such abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

We recognise that the gendered nature of peer on peer abuse is that it is more likely that girls will be victims and boy's perpetrator, but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take different forms, such as:
• sexual violence and sexual harassment;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexting (also known as youth produced sexual imagery;
• initiation/hazing type violence and rituals.

Peer on peer abuse can occur within an intimate relationship, as with domestic abuse. However this would refer to relationships at the legalised age of consent, in secondary schools and colleges.

33. **Sexting**

Sexting is the term used when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called: trading nudes; dirties; pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child, even if it's shared between children of the same age; possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

This definition and information was taken from the NSPCC website.

Pupils should not use mobile phones in school. The phone should be handed into the office or class teacher and be locked away until the end of the day. The Behaviour Policy, Anti-Bullying and Hate, E-Safety and Acceptable User Policy, as well as other school policies, should be followed.

School will follow the "Managing Sexting Incidents" guidance published on the GSCE website.

If any sexting incidents are known, to any member of staff, they should be reported immediately to the Designated Safeguarding Lead. The phone should be switched off and secured.

According to the "Managing Sexting Incidents" guidance published on the GSCE website:

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, "If a school chose to take an incident to the police, then officers must record the crime", we have updated our advice on how schools should manage incidents of sexting.

Record all incidents of sexting. This includes both the actions you did take together with the actions that you didn't take, together with justifications.

In applying judgement to each sexting incident, consider the following:

Significant age difference between the sender/receiver involved. If there is any external coercion involved or encouragement beyond the sender/receiver. If you recognise the child as more vulnerable than is usual (i.e. at risk). If the image is of a severe or extreme nature. If the situation is not isolated and the image has been more widely distributed. If this is not the first-time children have been involved in a sexting act. If other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances). In applying judgement to each sexting incident, consider the following: Sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane'. Children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

If these characteristics present cause for concern, then escalate or refer the incident using your normal safeguarding procedures. If these characteristics do not present cause for concern, then manage the situation accordingly, recording details of the incident, action and resolution.

34. **Domestic Abuse and Operation Encompass**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. 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. Exposure to national crime agency human-trafficking, domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in Gloucestershire and *in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.*

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website 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:
• NSPCC- UK domestic-abuse Signs Symptoms Effects
• Refuge what is domestic violence/effects of domestic violence on children
• Safelives: young people and domestic abuse.

35. **Serious Violence and County Lines**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or

relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

County lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these.

If staff have a concern about a pupil with relation to Serious Violence or County Lines this should be recorded and given to the Designated Safeguarding Lead. The DSL will then refer any concerns to Social Care. The Police may also be contacted depending on the nature of the incident or concern.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

36. **MAPPA and MARAC**

MAPPA - Multi Agency Public Protection Arrangements

Occasionally an educational setting may need to be involved in the assessment and management of a high-risk offender. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self. The police, probation and prison service are the lead agencies, with other agencies including CYP/Education settings, having a statutory duty to cooperate. Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences; however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYP.

MARAC Multi Agency Risk Assessment Conference

Meetings are held in county fortnightly to discuss high-level incidences of domestic abuse. The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to

all those at risk and that reduces the risk of harm. We may be notified by other agencies if there are concerns of domestic violence.

37. **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

The Early Help process should be followed in the first instance but in emergency cases, the DSL may be informed and then refer the family's circumstances as a concern, in order to get external agency support.

38. **School Information, Website and Social Media**

Hester's Way Primary School promote "Keeping Safe" and upload links to the school website for pupils, parents and carers to access and use. Childline posters are up in and around school for children to access, Freephone telephone numbers to talk to other people if they feel the need.

We have a Social Media Policy on the school website.

39. **Policies and Practises**

Parents/Carers will be asked to update their contact details, as well as the details for those who they give responsibility of care to their child, in their absence. At least two contact details will be retained in school.

Staff and those working with children should also read Annexe A of the KCSIE document which shares Additional Advice and Support including "Education for a Connected World" Framework.

The Child Protection/Safeguarding Policy will be used in conjunction with other school policies, including:

Acceptable User
Allegations Management
Anti-Bullying and Hate Policy
Attendance and Missing Children in Education
Complaints
Data Protection GDPR Policy
Early Help
E-Safety Policy
First Aid and Medication
GCC Unacceptable Behaviour Policy
Health and Safety
Keeping Children Safe in Education 2020

Lettings/Hirers agreement
Offsite Visits
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Social Media Policy
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Keep Children Safe

This policy was reviewed in November 2020.
It will be reviewed in November 2021, or when needed.

Ratified by the Governors: _____ Date: _____