

# ULEY C OF E PRIMARY SCHOOL



# SAFEGUARDING POLICY

# Safeguarding Policy 2017-2018

**Uley C of E Primary School is committed to safeguarding and promoting the health and welfare of children and young people and expects all staff and volunteers to share this commitment.**

**We strive to create a nurturing and trusting environment where children and young people feel safe and secure and, one that enables them to develop, learn, grow and flourish.**

**Designated Safeguarding Lead (DSL) – Zoe Mandeville**

**Deputy Designated Safeguarding Lead (DDSL) – Debbie Brazier**

**Designated Safeguard Lead Fun Club – Mrs Philippa Nash**

**Governor with safeguarding responsibility – Nic Kelly-Davies**

**If you are worried or concerned about anyone under 18 who you think is being abused or neglected, or that a child and their family need help and support, then please pick up the phone and ring the Children's Helpdesk on 01452 426565 (opening hours are 8am - 5pm, Monday to Friday) or you can email: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk).**

**Children's Helpdesk**

**01452 426565**

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## Introduction

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This policy has been updated in line with the revised publications of:

- Keeping Children Safe in Education (DfE, September 2016)
- Working together to safeguard children (HM Government, 2015)
- Information sharing (HM Government, 2015)
- What to do if you're worried a child is being abused (HM Government, 2015)

As well as:

- The Prevent Duty (DfE, 2015)
- Disqualification Under the Childcare Act 2006 (DfE, 2016)

This policy also links to our documents on and evaluation of:

Policies and procedures of breakfast and after school club

Behaviour Policy

Walking home policy

Transporting Children

Cause for concern

Special Educational Needs

Staff Behaviour Policy / Code of Conduct – Guidance for Safer Working Practice

Whistleblowing

Anti-bullying

Induction policy

Staff handbook

Confidentiality Policy

Code of conduct for governors

Adult helpers in school handbook

Lunchtime handbook

Work experience handbook

Supply and initial teacher training handbook

E-safety

Health & Safety including risk assessments, first aid and administration of medicines

Parental concerns

Questionnaires

The curriculum including PSHE

Attendance and children missing from education

Offsite visits/trips

Drug Education

Physical intervention and use of reasonable force

Recruitment and Selection

Intimate Care

Site security

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Clarify the procedures for sharing concerns about a child
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

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## Safe School, Safe Staff

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All members of the governing body and staff, including volunteers and visitors, understand and fulfil their responsibilities to ensure that:

- **safeguarding is everyone's responsibility – it can happen here.**
- Gloucestershire Safeguarding Children's Board (GSCB) audits are completed and areas for development identified and acted upon to continually improve safeguarding.
- all visitors are asked to sign in and out of school. They will be given a safeguarding information leaflet on arrival and will then be issued with a visitor badge with a lanyard. The safeguarding leaflet and information on their visitor badge informs them who they can talk to if they have any safeguarding concerns during their visit.

- the names of the Designated Safeguarding leads are clearly advertised around the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- the policy is available publicly either on the school website or by other means. Parents/carers can request a copy of the policy or refer to it via the school website/prospectus.
- community users organising activities for children are aware of the school's child protection guidelines and procedures.
- our lettings policy (if applicable) will seek to ensure the suitability of adults working with children on school sites at any time.
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- the school operates safer recruitment in line with 'Keeping Children Safe in Education (DfE, 2016)' procedures by ensuring that the Head Teacher and one governor on every recruitment panel that has completed Safer Recruitment training (see also Safer Recruitment and Induction Policies)
- the Designated Safeguarding Leads (DSL), who are involved in recruitment, and at least one member of the governing body will also complete safer recruitment training (currently on-line on the NSPCC website) to be renewed every 5 years.
- the Lead DSL, Zoe Mandeville, is a member of the Senior Leadership Team. The Deputy (DSL) is Hannah Saunders. These Officers have undertaken the relevant training, followed by biennial updates.
- all other staff have Safeguarding training updated every three years.
- child protection type concerns or allegations against adults working in the school are referred to the LADO (Local Authority Designated Officer) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- the Chair and LADO will liaise on Child Protection issues in the event of an allegation of abuse made against the Head Teacher.
- all members of staff and volunteers are provided with a safeguarding induction (see Induction Policy and GCSB induction pack).
- all members of staff, volunteers and governors know how to respond to a pupil who discloses abuse through delivery of the Safeguarding Policy.

- safeguarding is on the agenda at Governing Body meetings and staff meetings. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- the school has adopted the reflective approach to reviewing our safeguarding practice.
- our procedures will be annually reviewed.

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## Responsibilities

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The Designated Safeguarding Leads including Governors are responsible for (See also Appendix 1):

- referring a child if there are concerns about possible abuse, to **01452 426565**, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).
- keeping written records of concerns about a child even if there is no need to make an immediate referral.
- ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college. Child protection records should be kept for 99 years, however there is currently an embargo on destroying any CP records.
- ensuring that an indication of the existence of confidential written records are marked on the pupil records.
- liaising with other agencies and professionals.
- ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- organising child protection induction, and update training every 3 years, for all school staff.
- providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- ensuring safeguarding is an agenda item at governing body meetings.

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## Dealing with disclosure or reporting observations

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Following an incident or disclosure all staff should refer concerns to a DSL or senior member of staff on duty as soon as possible (See Appendix 2 for signs and symptoms). In the meantime they should:

- Listen to the child, keeping calm and offer reassurance. The child should lead the discussion.
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Consider using phrases such as ‘you’ve done the right thing’ or ‘you’re not to blame’.
- Allow the child to talk but do not interrogate or ask leading questions.
- Try to clarify details with them.
- You cannot promise confidentiality therefore explain that they have done the right thing and who you will need to tell and why.
- Don’t make promises about what might or might not happen next.
- Do not make judgements about the people children refer to – they may be people they love.
- Don’t lay blame or criticise either the child or the perpetrator.
- Try not to show any shock you might feel.
- Take what they say seriously.
- Stay calm and reassure them that they have done the right thing in telling you.
- Explain what will happen next and who you will need to talk to.
- Make brief notes at the time and write them up afterwards – keep both sets just in case.
- Use a body map to record the position of any bruising or marks.

After the disclosure, appropriate support should be offered to both the child and the members of staff receiving and dealing with the disclosure.

Where there is uncertainty about making a referral to children’s social care, advice can be sought from the Children’s helpdesk on **01452 426565** (Mon – Fri 8am to 5pm)

### **PROCEDURES FOR MONITORING, RECORDING AND REPORTING**

#### **At the time of disclosure**

Brief notes made immediately after will help to complete the safeguarding concern form.

You should note:

- Date and time of disclosure/incident observed.
- Place and context of disclosure or concern.
- Facts you need to report.

#### **As soon as possible after the disclosure**

Complete a safeguarding concern form (Appendix 3) which is available from the school office or staff room. This should then be passed to a DSL.

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

**The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will:**

- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral.
- Seek advice from Children's Social Care. Help desk – 01452 426565. They will give advice about whether a referral is appropriate or whether there are alternative ways of addressing the concerns.
- Complete a Multi-Agency Referral Form (available on GSCB website) which should be passed on to the social work team. A social worker will contact the Designated Person within 24hrs (unless there are immediate risks)
- Where a child is referred to social care a referral form should be completed and sent within 24 hours.
- Recorded information from social care meetings and other reports are stored securely in the school office. Any documents for inclusion in this folder should be given directly to a DSL.

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## Supporting Children

All pupils in our school know they can talk to any member of staff should they need to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC, Police, Stranger Danger, Anti-bullying.

Our school will ensure that pupils are made aware that information can be found at the following helplines, NSPCC, CEOP, Childline.

School's arrangements for consulting with and listening to pupils are school council, befrienders, pupil survey. We make pupils aware of these arrangements by sharing it with them as part of planned lessons and assemblies.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.



- promoting a caring, safe, trusting and positive environment within the school.
- liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- notifying Social Care as soon as there is a significant concern.
- providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

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## Children in Care

Children in care have additional vulnerabilities. The designated safeguarding leads, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

It is a statutory requirement that all children in care are expected to have regular health assessments to make sure that they are growing up in a healthy environment and get any health care which they may have missed out on. It also gives children the chance to communicate with a doctor or nurse in private to discuss anything that might be worrying them.

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## Children Missing Education

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Uley Primary School will inform the local authority of any pupil who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the pupil being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

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## Prevent Duty

The governors and leadership team at Uley have deemed our students to be at a low risk of radicalisation; however we recognise that protecting children from the risk of radicalisation is part of our wider safeguarding duties. We understand that during the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

All schools and childcare providers are subject to a duty under the Counter Terrorism and Security Act (2015). This is new legislation on preventing radicalisation. This is known as the Prevent Duty. We must have 'due regard to the need to prevent people from being drawn into terrorism.'

Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

<http://www.gscb.org.uk/CHttpHandler.ashx?id=67496&p=0>

<http://www.gscb.org.uk/CHttpHandler.ashx?id=67495&p=0>

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## **Early Help**

Uley School's early help procedure ensures that children receive the right help at the right time. Our staff support children and families through daily home/school contact; arranging parents support and information sessions and attending multi-disciplinary meetings to ensure continuity of care. (See Appendix 4)

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## **Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. The school uses the DFE guidance 'Use of Reasonable Force' alongside the Physical Intervention Policy which can be found in the school's Behaviour Policy.

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## **Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

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## **Peer on Peer Abuse**

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above 4 categories.

Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and "sexting" is on the increase and should be positively

dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up.” Any concerns should be shared with the Safeguarding Team.

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## Gender Identity and Sexuality

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Sexist, sexual and transphobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual bullying can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes.

Transphobic bullying stems from a hatred or fear of people who are transgender. ‘Transgender’ is as an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, we will be alert for signs of bullying. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender ‘variance’ or is transgender.

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

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

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## Racist Incidents

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Our policy on racist incidents is set out separately following the Gloucestershire Local Authority guidance, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

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## Working with Parents and Carers

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It is important that school has a consistent approach to working with parents and carers. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected, provided they do not place the child at risk.

We encourage parents to discuss any concerns they may have with the class teacher, SENCo or head teacher

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## Confidentiality

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We recognise that all matters relating to child protection are confidential.

The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration”.

### **The school has a clear confidentiality policy.**

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with **01452 426565** on this point.

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## Supporting Staff

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We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

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## Allegations against Staff

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All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the school's own Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Head Teacher will follow procedures recommended by the Gloucestershire Safeguarding Children's Board. [www.gscb.org.uk](http://www.gscb.org.uk)

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) **01452 426994**.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the LADO as above, without notifying the Headteacher first.

The school will follow the GSCB procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

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## Disqualification by Association

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Uley School has reception age pupils during school time and children under 8 at after school care, therefore the guidance in the 'Disqualification under the Childcare Act 2006' (updated February 2015) is relevant to all staff working at Uley due to the small context of the school and staff having contact with all year groups at varying times throughout the day. Under the guidance staff are disqualified from working in a school when they live in the same household as someone who is

barred from working with children or young people, even if they would not otherwise be disqualified. Therefore eligible staff must complete an annual 'Declaration of Criminal Record and Other Relevant Information' form. The information given will be kept securely and in accordance with the requirements of the Data Protection Act. Staff must also inform the DSL immediately if there is a change in their circumstances during the year and the criteria are met.

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## **Whistle-Blowing**

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We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy. Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body.

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## **Health & Safety**

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Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. The school follows guidance from the Health and safety Unit and Gloucestershire Safeguarding Children Board. Staff who have had an enhanced DBS check and are in a regulated activity supervise adult helpers. Reputable coach companies are used and confirmation of DBS checks are requested and ID is checked on the day of the trip.

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## **Monitoring and Evaluation**

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Our Safeguarding Policy and Child Protection Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- 'Drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Review of parental concerns and parent questionnaires
- Review of playtimes/ lunchtimes






## Appendix 1

### Uley C of E Primary School Designated Safeguard Lead Job Description 2016











The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have 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 Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

#### Areas of responsibility:

##### **Policy and procedure:**

-  Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
-  Induct new members of staff with regard to the school and GSCB safeguarding policies and procedures
-  Ensure the school safeguarding policy is updated and reviewed annually
-  Ensure parents see copies of the safeguarding policy to avoid potential conflict later
-  Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

##### **Reporting concerns:**

-  Recognise how to identify signs of abuse and when to make a referral
-  Respond appropriately to disclosures or concerns relating to the well-being of a child
-  Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
-  Liaise with the Head Teacher to inform them of any issues and ongoing investigations
-  Liaise with the Governor with safeguarding responsibilities
-  Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
-  When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely
-  Refer cases to the Channel programme where there is a radicalisation concern as required
-  Support staff who make referrals to the Channel programme
-  ***It is not the role of the DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school.*** This falls to the Headteacher or to the Chair of Governors where the allegation is against the Headteacher.

**Multi Agency working:**

- ✿ Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- ✿ Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
- ✿ Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary. Acting as Lead Professional as appropriate
- ✿ Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

**Training:**

- ✿ Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately
- ✿ Attend relevant training every 2 years and on an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice
- ✿ Represent the school at Designated Lead forums and disseminate the information to colleagues

**Knowledge and skills:**

- ✿ Act as a source of support, advice and expertise within the school
- ✿ Have a working knowledge of how the Gloucestershire Safeguarding Children Board operates
- ✿ Ensure that staff members are following up to date procedures in line with National and Local expectations
- ✿ Act with integrity; maintaining confidentiality at all times

**General Duties:**

- ✿ To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- ✿ To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly



## **Role Description for the Safeguarding Governor**

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in this school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body. It is recognised that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our schools but it should not be underestimated that your role is that of a 'senior manager' of a school with accountability befitting such a significant responsibility.

Your role as Nominated Governor for Safeguarding is to:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and whistle blowing policies.
- Ensure there is a suitably qualified, trained and supported Designated Senior Person who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitably qualified, trained and supported Deputy Designated Person who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSP.
- Ensure that the DSP adequately supervises and supports the work, development and wellbeing of the DDP and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.
- Ensure that school staff training is up to date.
- Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families

- Ensure the safeguarding agenda is embedded in the ethos of the school.
- Monitor progress against any outstanding actions on the governing body safeguarding audit tool and other local authority review.
- Report at governors meetings.

## Appendix 2

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### Recognising signs of Child Abuse

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Categories of Abuse:

- Physical Abuse
  - Emotional Abuse (including Domestic Abuse)
  - Sexual Abuse
  - Neglect
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### Signs of Abuse in Children:

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The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
  - Extreme anger or sadness
  - Aggressive and attention-seeking behaviour
  - Suspicious bruises with unsatisfactory explanations
  - Lack of self-esteem
  - Self-injury
  - Depression
  - Age inappropriate sexual behaviour
  - Child Sexual Exploitation.
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### Risk Indicators

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The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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## Recognising Physical Abuse

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The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

- There are grounds for concern if:
  - The history provided is vague, non-existent or inconsistent with the fracture type
  - There are associated old fractures
  - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
  - There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

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## **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

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## Recognising Neglect

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Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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## Bullying

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There is clear evidence that bullying is abusive and will include at least one of the defined categories of abuse.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

All incidents of bullying should be dealt with by the class teacher in the first instance and/or the principal as appropriate. A more detailed guide can be found in the school's anti-bullying policy.

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## Self-harm

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If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert a designated safeguarding lead. Their actions might include:

- Contacting parents/carers
- Contacting Child and Adolescent Mental Health Services (with parent/carer support)
- Contacting Social Care if the child meets the referral criteria

It should be recognised that initial factual evidence of abuse, which may require a referral to a social services department, is sometimes significantly less than conclusive, but individuals who are the subject of investigation in these circumstances will often feel traumatised by the action taken. The policy statement and procedural guidelines aim to acknowledge and address these issues, whilst ensuring children with disabilities are appropriately supported and protected from abuse.

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## Domestic Abuse

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Domestic Abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can be emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and woman can be abused or abusers.

Witnessing domestic abuse is a child protection issue, if domestic abuse is suspected in a family the child will be referred to social care for support. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. (nspcc.org.uk)

Staff at Uley understand the correlation between domestic abuse and child protection. They are vigilant, will listen to the child and report their concerns.

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## Child Sexual Exploitation

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Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations



- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

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## Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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## Female Genital Mutilation (FGM)

### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

FGM is internationally recognised as a violation of the human rights of girls and women. The Female Genital Mutilation Act was introduced in 2003 and came into effect in March 2004.

The Act

- Makes it illegal to practice FGM in the UK;
- Makes it illegal to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country.
- Makes it illegal to aid, abet, counsel or procure the carrying out of FGM abroad.
- A conviction of FGM has a penalty of up to 14 years in prison and/or a fine.

Mandatory reporting duty of FGM - From Oct 2015 there is a mandatory requirement that all staff report cases of FGM to the police. The duty has been brought through the Serious Crime Act 2015 and will mean that whenever regulated professionals (health, social care and education) identify that a girl under 18 has had FGM, or if the girl discloses this herself, the professional must make a report to the police.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The profile of Female Genital Mutilation has increased considerably over the last couple of years as a result of the Department of Health FGM Prevention Programme and launch of the NSPCC FGM Helpline (0800 028 3550).

**The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings schools/colleges take action without delay.

**Appendix 3 – SAFEGUARDING CONCERN FORM**

Name of child/young person:

Date of Birth:

Parent's/Carers name(s):

Home address (and phone number if available):

Are you reporting just your own concerns or passing on those of somebody else? Give details:

Brief description of what has prompted your concerns: include dates, times, etc. of any specific incident:

Any physical signs? Behaviour signs? Indirect signs?:

Has the child spoken to you? If so, what was said? – Use their words

Name, time and date reported to member of safeguarding team

Signature of person reporting concern:

Date and time:

Signature of member of safeguarding team receiving concern:

## **Appendix 4 – Uley School EARLY HELP**

### **Early Help for Children and Families at Uley Primary School**

‘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.’ Munro ‘Working Together’ 2013.

At Uley Primary School, we understand that family life doesn’t always run smoothly and that there are many challenges that can arise. Our offer of early help is about a consensual agreement with parents and carers to work with partners, to help children, young people and their families deal with their issues as early as possible. We do this by providing information and advice and by signposting families to other services that can provide support, or making a referral. Every family is different and each needs options from which to choose, so that concerns can be reduced or prevented from growing or becoming entrenched.

#### **Pastoral Care**

Our staff are available to meet to discuss any family, attendance or welfare issues which may be affecting individual children. All staff are vigilant and raise concerns whenever they have a concern about a child’s health, learning, how they present in class, approach to work, or how they behave and get on with their friends. In this way we can plan to provide early support for the child and, where appropriate, the family.

#### **Behaviour Policy**

Our Behaviour Policy is built around our Core Christian Values of Wisdom, Friendship, Compassion and Trust. We encompass an ethos of mutual respect and tolerance throughout the school. We have anti-bullying week annually and work with children to know how to identify what is bullying and what being unkind is.

#### **Attendance**

Attendance is closely monitored at Uley Primary School. Poor attendance and lateness is addressed by meeting with the parents to look at reasons behind this. We work with parents to improve attendance and follow the procedures for children missing education. The school operates a first day response system

#### **Special Education Needs**

The SENCo, Mrs Zoe Mandeville works with children and families with additional needs and can request support when necessary and when agreed, to many different agencies including for example, speech and language therapists, advisory teachers, educational psychologists, health workers and occupational health services – see SEN Local Offer.

#### **Safeguarding**

The Designated Safeguard Leads are Mrs Zoe Mandeville, Mrs Hannah Saunders and Mrs Nic Kelly-Davies (Governor). We ensure that there are rigorous systems in place and that all staff are kept aware of safeguarding issues, to ensure that our children are kept safe. We always act in the best interests of the child.

## **Training**

The school values Safeguarding training at all levels. The Designated Safeguarding Lead (DSL) and deputy DSL have relevant, multi-agency training within 2 years. All other staff members have received single agency training within 3 years in line with Gloucestershire's recommendation. New staff will carry out online safeguarding training as part of their induction.

The school has signed up for Gloucestershire Safeguarding Children's Boards' alerts keeping their knowledge and awareness of Safeguarding up to date and at the heart of their practice.

## **Pupil Voice**

We take time to listen to children's concerns, which can be expressed in the following ways:

- making suggestions through the School Council
- Gloucestershire's Healthy Living and Learning online survey
- discussions with key staff about the support they receive
- direct requests for adult support
- encouragement to express their views and feelings through Circle Time and Personal, Social, Health and Emotional lessons.
- children complete e-safety questionnaires and results are analysed to inform focused provision.
- our local PCSO visits regularly and conducts assemblies on e-safety and stranger danger
- children complete questionnaires regularly
- the children have access to a worry box and are encouraged to speak to

We also listen to parents' concerns. If things aren't quite right at home, we encourage parents to come and speak to us so that we can take into consideration how this may be impacting on their learning. As well as parents' evenings and review meetings, there are opportunities to talk with staff, speak to a member of staff to make an appointment.

## **Mental Health and Wellbeing**

The school team is aware of and engage with the GSCB screening tool for parental substance misuse. We seek advice from the CYPS helpline for professionals.

We use the Gloucestershire Healthy Living and Learning PHSE and Safeguarding 'Pink Curriculum' and we work with whole classes and individuals to teach children to use managing emotions techniques.

## **Gender-based violence (violence against women and girls-including FGM)**

All staff are aware of the prevalence and nature of FGM and are alert to signs that this may have happened or be about to happen. When there is a concern, the DSL contacts the Children and Families helpdesk and the police.

## **Domestic Abuse, including Relationship Abuse.**

Staff understand the connection between domestic abuse, which affects all children who hear or see it and child protection. The school is aware of the MARAC Process (Multi-Agency Risk Assessment Conference). Where we become aware of a risk of teenage relationship abuse, we listen, reassure and respond, by contacting the Children and Families Helpdesk. Relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.

### **Child Sexual Exploitation**

All staff are aware of and alert to signs of sexual exploitation and, where there is a concern, the DSL will listen to the voice of the child and contact the MASH to request use of the CSE screening tool.

We work to ensure children's on-line safety through both ICT and PHSE lessons in every year group. Children in year 4 will see the drama 'In the Net', which has been commissioned by the GCSB. As part of our PSHE curriculum, we run e-safety information sessions for parents and direct them towards the GSCB for further information. We provide them with information about the CEOP website and Thinkuknow.co.uk

### **Child Trafficking and Forced Marriage**

We understand that this can be between ANY point – not just across borders but within towns and villages. Staff are alert to children's conversations. Where it is felt there is a risk of forced marriage, the police and the UK border agency will be contacted, as well as the Children's Helpdesk.

### **Private Fostering**

The DSL and Deputy DSL have attended multi-agency training. They are aware of what constitutes private fostering and will check that the local authority is aware of any such arrangements existing for our pupils.

### **Radicalisation**

Since July 2015 there has been a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the Prevent Duty. Key staff have completed Home Office WRAP (Workshop to Raise Awareness of Prevent) training. This is disseminated to staff who will aim to notice, check and share concerns about any individual. The safeguarding policy will be followed and the police contacted.

### **Faith abuse**

Key staff are aware of the issues surrounding abuse linked to faith or belief and to the signs that this may be taking place. Where there is a concern, we would aim to understand the background and context to the beliefs, but would always put the needs of the child first and follow our safeguarding policy and procedures.

### **Gangs and Youth Violence**

Key staff are aware of the risk or potential risk of harm to a child from gang activities either as a victim, a perpetrator or both. This risk may come from their peers or because an older member of their household is gang involved. When we have concerns that a pupil may be at risk of harm from gang activity, we would initially aim to facilitate support through a CAF, involving other agencies such as the community social worker, Youth Offending Service, Avenger Task Force and community police officer.

### **Permanency**

We understand that it can be very important to ensure that school remains a constant for a child whose life may involve many uncertainties. Where this is the case, and the child is at risk of permanent exclusion, an emergency multi-agency meeting is requested.

### **Work with other agencies**

We work with a number of local agencies who can provide support for families including:

Gloucestershire Healthy Living and Learning Team

School Nurse/Health Visitor/GP

Community Paediatrics/Speech and Language Therapy/Occupational Health/ Physiotherapy/

Continence Clinic

CYPS (Children and Young People's Services)

Educational Psychology/Advisory Teaching Service

Community social worker/ Families First plus Team

Local community policy officer

Avenger Task Force

GDASS (Gloucestershire Domestic Abuse Support Service)

MASH (Multi-Agency Safeguarding Hub)

Early Help for Sexual Exploitation

Faith Abuse- Gloucester Diocese

Housing Associations

Family Lives

NSPCC

GDASS (Gloucestershire Domestic Abuse Support Service)

GSCB (Gloucestershire Children's Safeguarding Board)

Virtual School for Children in Care

Links with support charities, where necessary, such as Allsorts, parent partnership and Winston's Wish

The Door Youth Project

Young Carers

### **Family Information Service**

The Family Information Service offers a wide range of information and impartial advice to support families, children and young people from 0 – 19 years of age (25 years for young people with additional needs). This includes information on finding and choosing childcare, such as local day nurseries, playgroups, child minders, children's centres, out of school clubs and holiday play schemes. They can also provide information on family support, tax credits, benefits, funding and much more. They can be contacted on 0800 542 02 02.

**This policy will be reviewed at the beginning of each academic year.**



## Useful Websites and Numbers

Attendance [www.gov.uk/government/publications/school-attendance](http://www.gov.uk/government/publications/school-attendance)

Bullying including cyberbullying [www.gov.uk/government/publications/preventing-andtackling-bullying](http://www.gov.uk/government/publications/preventing-andtackling-bullying)

Children missing from Education [www.gov.uk/government/publications/children-missingeducation](http://www.gov.uk/government/publications/children-missingeducation)

Child missing from home or care [www.gov.uk/government/publications/children-who-runaway-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-runaway-or-go-missing-from-home-or-care)

Child Sexual Exploitation (CSE) [www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

Domestic violence [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)

Drugs [www.gov.uk/government/publications/drugs-advice-forschools](http://www.gov.uk/government/publications/drugs-advice-forschools)

Fabricated or induced illness [www.gov.uk/government/publications/safeguarding-children-inwhom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-inwhom-illness-is-fabricated-or-induced)

Faith abuse [www.gov.uk/government/publications/national-actionplan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-actionplan-to-tackle-child-abuse-linked-to-faith-or-belief)

FGM [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation)

Forced marriage [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

Gangs and youth violence [www.gov.uk/government/publications/advice-to-schoolsand-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schoolsand-colleges-on-gangs-and-youth-violence)

Gender based violence [www.gov.uk/government/policies/violence-againstwomen-and-girls](http://www.gov.uk/government/policies/violence-againstwomen-and-girls)

Gloucestershire Safeguarding Children's Board <http://www.gscb.org.uk/article/111301/Home-Page>

Hate [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Information Sharing [www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

Keeping Children Safe

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Mental health [www.gov.uk/government/publications/mental-health-andbehaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-andbehaviour-in-schools--2)

Missing children and adults strategy [www.gov.uk/government/publications/missingchildren-and-adults-strategy](http://www.gov.uk/government/publications/missingchildren-and-adults-strategy)

Prevent [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Private fostering [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

Sexting [www.ceop.police.uk/Media-Centre/Pressreleases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Pressreleases/2009/What-does-sexting-mean/)

Teenage relationship abuse [www.disrespectnobody.co.uk/relationship-abuse/what-isrelationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-isrelationship-abuse/)

Trafficking [www.gov.uk/government/publications/safeguardingchildren-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguardingchildren-who-may-have-been-trafficked-practice-guidance)

Working Together to Safeguard Children

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

### **National Child Protection Agencies**

NSPCC: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline: 08001111 [www.childline.org.uk](http://www.childline.org.uk)

Kidscape: 08451 205 204 [www.kidscape.org.uk](http://www.kidscape.org.uk)

### **National Mental Health Agencies**

Young Minds: 0808 802 55444 [www.youngminds.org.uk](http://www.youngminds.org.uk)

Mental Health Foundation: 020 7803 1100 [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mind: 0845 766 0163 [www.mind.org.uk](http://www.mind.org.uk)

### **Parents'/Carers support Agencies**

ParentlinePlus: 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

### **National Internet Safety Agencies**

ChildNet International: [www.childnet.com](http://www.childnet.com)

Child Exploitation and Online Protection: 0870 000 3344 [www.ceop.gov.uk](http://www.ceop.gov.uk)

Think U Know: 0870 000 3344 [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)