



Policy: Safeguarding (Child Protection) Policy

Date: January 2019

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Authorised by: Governing Body

Updated by: Designated Safeguarding Lead, Deputy Safeguarding Leads and Safeguarding Governor

Designated Safeguarding Lead: Miss S Daly – Inclusion Lead

Deputy DSLs: Mr M Allen–Headteacher; Mrs M Cordall–Deputy Headteacher; Mrs S Byrne–School Business Manager;

Safeguarding Governor: Mr Neil Eley (Chair of Governors)

Safer Recruitment Trained: Mr Neil Eley (Chair of Governors); Mr M Allen–Headteacher; Mrs M Cordall–Deputy Headteacher; Mrs S Byrne–School Business Manager; Miss S Daly (Inclusion and Safeguarding Lead)

Local Authority Designated Officer (LADO): Nigel Hatten, GSCB, 01452 426994.

Introduction

This policy has been reviewed in line with DfE guidance Keeping Children Safe in Education September 2018.

Further Guidance can be found at www.gscb.org.uk (To be referred to until June 2018)

Overview

Keeping Children Safe in Education September 2018

In April 2014, July 2014, September 2016, and again in September 2018, the Department for Education updated the statutory guidance on safeguarding. This guidance should be read in conjunction with this policy.

Full guidance, 'Keeping Children Safe in Education 2018', can be found at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The school will ensure that every member of staff has access to and has read the most up to date copy of 'Keeping Children Safe in Education' 'Part 1' and 'Part 5'.

Definitions

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

Typically the child protection policy will refer to quite clear procedures, whilst the safeguarding policy will be broader. In other words the Safeguarding Policy includes the Child Protection Policy.

Key aspects of the safeguarding policy include:

1. Introduction
2. Aims
3. Roles and Responsibilities
4. Safe School-Safe Staff/ Staff Training
5. Supporting Children
6. Offer of Early Help
7. Confidentiality
8. Supporting Staff
9. Allegations against Staff
10. Whistle-blowing
11. Physical Intervention
12. Peer on Peer Abuse, Anti-Bullying and Racist Incidents
13. Prevention
14. Health and Safety
15. Monitoring and Evaluation
16. Appendices: 'Recognising signs of child abuse'; 'Forced Marriage (FM) and Female Genital Mutilation (FGM)'; 'Radicalisation, Prevent and Channel', 'WHAT IS CHILD ABUSE?: DEFINITIONS'; Summary of Processes; School Specific Procedures; Anti-Bullying and Red Behaviour Conduct Statement

It is however important to note that this Safeguarding (Child Protection) Policy should be read in conjunction with;

- Offer of Early Help
- Acceptable Use Policy
- Attendance Policy
- Health and Safety
- Positive Behaviour Policy (Including details of Physical Intervention and our Anti-Bullying and Red Behaviour Conduct Statement)
- Staff Behaviour Policy (GCC & Schools Employment Handbook adopted)
- Inclusion and Special Educational Needs Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Data Protection Policy
- E-safety Policy
- Social Media Policy
- Walking to School Policy

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with DfE publications: 'Working Together to Safeguard children' 2018, 'What to do if you're worried a child is being abused' 2015, 'The Prevent Duty' 2018, 'Disqualification under the Childcare Act 2006' 2016, 'Child Sexual Exploitation' 2017 and 'Information Sharing' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2018.

1.2 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.

1.3 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.

1.4 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.

2.0 Aims

2.1 To have an environment where children are seen as 'made in the image of God', feel safe, are listened to and are valued, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

2.2 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 (*See appendices 1-5*) and to be aware of the need for early intervention.

2.3 To provide child protection training regularly to all staff.

2.4 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.

2.5 To emphasise the need for good levels of communication between all members of staff.

2.6 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

2.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

2.8 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, a prohibition check where relevant (according to guidance), and a central record is kept for audit.

2.9 To use the curriculum to raise children's awareness and confidence

3.0 Roles & Responsibilities

At Upton St Leonards CE Primary School we follow the procedure set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE).

3.1 Governing Body

We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

3.1.1 There is a Safeguarding/Child Protection Policy together with a Staff Behaviour (Code of Conduct) Policy.

3.1.2 The school operates safer recruitment procedures, in line with Government guidance, by ensuring that there is at least one person on every recruitment panel that has completed NCSL accredited, Safer Recruitment training.

3.1.3 The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

3.1.4 A senior leader has Designated Safeguarding Lead (DSL) responsibility.

3.1.5 On appointment, the DSL undertakes interagency training and also undertakes DSL 'new to role' and an 'update' course every 2 years.

3.1.6 All other staff have Safeguarding training updated as appropriate (3 yearly) any weaknesses in Child Protection are remedied immediately.

3.1.7 A member of the Governing Body is, usually the Chair, nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher.

3.1.8 Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means, in order that parents understand the obligations and responsibility placed on the school and staff for child protection.

3.1.9 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 (PSHCE) and/or through relationship and sex education (RSE).

3.1.10 That an enhanced DBS check is in place for the Chair of Governors.

3.2 Designated Safeguarding Lead (DSL)

A detailed job description for the Designated Safeguarding Lead, along with job descriptions for the Deputy Safeguarding Leads, can be found in Appendix Seven.

The DSL is responsible for:

3.2.1 Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made online to the Front Door for Children's Services using the Multi Agency Referral Form (MARF) via <https://children.gloucestershire.gov.uk/web/portal/pages/home>. If a child is at immediate risk of significant harm then contact will be made via a telephone call to the Front Door 01452 426565.

3.2.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

CPOMS (Child Protection Online Monitoring System) is used to record all incidents that occur.

These incidents can be linked to other children and actions taken are also recorded.

The DSL and DDSL's are alerted to significant incidents and will action them accordingly.

Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately.

Designated Safeguarding Leads (The DSL and DDSL's) are able to build a chronology around a student and can produce reports on vulnerable pupil groups.

All staff have a CPOMS account and can access it via any internet enabled device.

All staff, visitors and volunteers receive a leaflet outlining what they should do if they have a Child Protection concern.

A copy of these school specific procedures can also be found in Appendix Six, along with GCSB Summary of Processes in Appendix Five.

3.2.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are forwarded on to the child's next school or college.

3.2.4 Liaising with other agencies and professionals.

3.2.5 Ensuring that either they, or a DDSL, 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.

3.2.6 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.

3.2.7 Alongside the Business Manager (DDSL), organising child protection induction, and update training every 3 years, for all school staff.

3.2.8 Providing, with the Headteacher (DDSL), an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

3.3 The DSL and Deputy DSL are members of the Senior Leadership Team. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates.

3.4 The DSL, and at least one member of the governing body, will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.

4.0 Safe School – Safe Staff/ Staff Training

4.1 Induction of New Staff

School will ensure that as part of the induction process:

- Child protection awareness information is given at induction by the School Business Manager or by the Line Manager (The School Business Manager and all Lines Managers are members of the Senior Management Team and are either the DSL or a DDSL).
- Staff receive a copy of the school Safeguarding (Child Protection) policy, so that they know who to discuss a concern with. This includes information on Children who go Missing from Education. Reference to this is also made within our Attendance Policy.
- Staff are introduced to the DSL and DDSL's.
- Staff have access to a copy of Part 1 and Part 5 of Keeping Children Safe in Education which school will ensure has been read and understood.
- Staff receive a copy of the Staff Behaviour Policy Staff Behaviour Policy (GCC & Schools Employment Handbook adopted) and have signed to say they have read and understood this policy.
- Staff receive a copy of the school leaflet – 'Safeguarding – Quick Reference for Staff, Governors and Volunteers'.

4.2 All members of staff are trained in, and receive regular updates in, e-safety and reporting concerns.

4.3 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

4.4 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through regular safeguarding training or updates from the DSL, the school leaflet – 'Safeguarding – Quick Reference for Staff, Governors and Volunteers' & use of Appendix 5 of this, Safeguarding (Child Protection) Policy.

4.5 Staff are aware that the designated safeguarding lead (DSL) or a deputy (DDSL) should always be available to discuss safeguarding concerns. However, if in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, they are aware that this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

4.5 Staff are aware that they should not assume that somebody else will take action and should share information that might be critical in keeping a child safe.

4.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding (Child Protection) Policy, on the school website.

4.7 Community users organising activities for children are aware of the school's child protection guidelines and procedures.

4.8 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer (LADO) (01452 426994), nigel.hatten@gloucestershire.gov.uk 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.

4.9 Our procedures will be regularly reviewed and up-dated.

4.10 The name of the designated members of staff for Child Protection, the DSL, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

4.11 All new members of staff will be given a copy of the Safeguarding (Child Protection) policy, with the DSL's name clearly displayed, as part of their induction into the school.

4.12 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school office or website.

5.0 Supporting Children

5.1 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. They may feel helplessness, humiliation and some sense of blame.

5.2 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children which can include; assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. Extra Pastoral Care is therefore put in place for these pupils at our school. *Please see our 'Inclusion and SEN Policy' and 'Inclusion and SEN Information Report' for further information.*

5.2 We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

5.3 We recognise that when at school the behaviour of these pupils may be challenging and defiant or they may be withdrawn

Our school will endeavour to support all children by:

5.4 Ensuring all children know who they can talk to if they are worried about something .

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

5.6 The school ethos which promotes a caring, positive, supportive and secure environment and gives pupils a sense of being valued.

5.7 The content of the curriculum - Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe, through aspects of the curriculum, such as PSHCE, using resources such as the Gloucestershire PINK curriculum and materials in Annex C of KCSiE 2018. Also, by accessing campaigns such as the NSPCC, "Speak out, stay safe" and "The Underwear rule - PANTS".

5.8 The school's Positive Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.

5.9 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and offering Early Help, such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology services.

5.10 Notifying Social Care as soon as there is a significant concern.

5.11 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover, to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.12 *Please see our Inclusion & Special Educational Needs Information Report for further information on additional support for children, available at our school.*

6.0 Offer of Early Help

6.1 The Offer of Early Help identifies the need for help for children and families as soon as problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

6.2 Keeping Children Safe in Education (2018) helpfully outlines that 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 frequently missing/goes missing from care or home; is misusing drugs or alcohol; is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or has returned home to their family from care.

6.3 *The school recognises the importance of providing Early Help for vulnerable pupils and their families and has a separate Offer of Early Help available to all stakeholders on the school website.*

7.0 Confidentiality

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

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

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

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

7.5 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 Gloucestershire Safeguarding Children Board (GSCB) or Children's Social Care on this point.

8.0 Supporting Staff

8.1 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.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL or Head Teacher and to seek further support as appropriate.

9.0 Allegations against staff

9.1 All school staff, including those that are volunteers, 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.

9.2 All Staff should be aware of the school's 'Positive Behaviour Policy', and the Staff Behaviour Policy (GCC & Schools Employment Handbook adopted)

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

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

9.5 The allegation will need to be managed if, it has been alleged that a member of staff, or volunteer 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; or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

9.6 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.

9.7 The member of staff who witnessed the allegation being made, sometimes with the support of the DSL/ Headteacher will record details of the allegation on CPOMS, marked 'Safeguarding Cause for Concern, Allegations Management'.

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

9.9 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.6 above, without notifying the Headteacher first.

9.10 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.

9.11 The school will follow our 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.

9.12 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 LA Human Resources Manager in making this decision.

9.13 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 9.9 above.

9.14 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.

9.15 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.

9.16 *Please see GSCB Allegation Management Guidance, GCC & Schools Employment Handbook, and Keeping Children Safe in Education (2018) Part 4, for further information.*

10.0 Whistle-blowing

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

10.2 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.

10.3 Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body.

10.4 *Please see the GCC Whistle-blowing policy for further information which we adopt as a school.*

11.0 Physical Intervention

11.1 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.

11.2 Such events should be recorded in the Team Teach Red, 'Bound and Numbered Book' which can be found in the DSL's office. If applicable, incidents should also be recorded on CPOMS. Any witnesses should be named.

11.3 Staff who are likely to need to use physical intervention will be appropriately trained by Team Teach.

11.4 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.

11.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Guidance on Safer Working Practice for adults working with Children and Young People' to ensure they are clear about their professional boundary.

Further information relating to Physical Intervention can be found within our Positive Behaviour Policy.

12.0 Peer on Peer Abuse, Anti-Bullying and Racist Incidents

12.1 We are aware that children are capable of abusing their peers. This may include; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiation/hazing type violence and rituals.

12.2 All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

12.3 *Our school 'Anti-Bullying and Red Behaviour Conduct Statement' can be found in Appendix 8. It can also be found within Appendix E of our Positive Behaviour Policy.* It 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.

12.4 *Details on how Peer on Peer, Bullying and Racist incidents are investigated and dealt with, can be found within our 'Positive Behaviour Policy'.*

12.4 Peer on Peer incidents should be logged by staff on CPOMS under 'Peer on Peer Incident'.

12.5 We keep a record of serious behaviour incidents, bullying and racist/homophobic incidents using EPrise, and if applicable recording incidents on CPOMS in addition to this.

13.0 Prevention

13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.2 Include regular consultation or screening of children e.g. through safety questionnaires or pupil voice activities, use of Thrive Online whole school screening, Strength and Difficulty Questionnaires, Self-Esteem assessments and use of the Online Pupil Survey.

13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

14.0 Health & Safety

14.1 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.

15.0 Monitoring and Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of Risk Assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents on Epraise and CPOMS for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

15.2 The school (DSL, DDSL's and Chair of Governors) complete the GSCB Safeguarding Audit on an annual basis and any further developments required are added to the School Development Plan.

Appendix One

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

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

Risk Indicators

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.

Recognising Physical Abuse

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 on 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.

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

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

Assessment In order to more fully determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:

- Understanding of what is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally ○ Voluntary decision
- Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

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 irresponsive 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

Child Sexual Exploitation

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

Appendix Two

Forced Marriage (FM) and Female Genital Mutilation (FGM)

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.

Female Genital Mutilation (FGM)

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

What is FGM?

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

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 'One Chance' rule

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

Legal Requirement

Whilst all staff should speak to the DSL (or DDSL) 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.

Radicalisation, Prevent and Channel

Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas).

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. The governing bodies and proprietors of our school should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their

assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

WHAT IS CHILD ABUSE? DEFINITIONS

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. They may be abused by an adult or adults or 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 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.

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 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

DOMESTIC VIOLENCE: if professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic abuse falls into this category.

In school, teachers would be right to talk to the child and then decide if it is appropriate to refer him/her to the nominated teacher for child protection, if they noticed a child who was:-

- Bruised and giving questionable reasons for this.
- Showing a change in personality and attitude.
- Unable to concentrate on their work for long.
- Having friendship problems, which are out of character.
- Refusing to take part in Circle Time.
- Persistently unhappy or depressed.
- Appearing reluctant to go home.
- Frequently asking to visit the toilet.
- A marked change in any behaviour.

It is important to eliminate other reasons for these behaviours, such as bullying in school, known family difficulties or a genuine accident, before expressing concern about abuse.

Procedure where Honour Based Violence, Forced Marriage, Female Genital Mutilation is suspected / alleged.

HONOUR BASED VIOLENCE: is a collection of practices used to control behaviour within families to protect 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.

'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'.

FEMALE GENITAL MUTILATION: is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

Other specific safeguarding issues:

CHILD SEXUAL EXPLOITATION: Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

FABRICATED OR INDUCED ILLNESS - There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include: fabrication of signs and symptoms. This may include fabrication of past medical history; fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; induction of illness by a variety of means.

FAITH ABUSE – Abuse linked to faith or belief.

TRAFFICKING: Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults.

SEXTING: Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or images, primarily between mobile phones, of oneself to others.

BULLYING, INCLUDING CYBER-BULLYING: Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Cyber Bullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

DRUGS GANGS AND YOUTH VIOLENCE: Safeguarding should focus on young people who are /vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners should be aware of particular risks to young people involved in gangs from violence and weapons; drugs and sexual exploitation.

GENDER-BASED VIOLENCE: Violence targeted at a particular sexual orientation. Very often this is women and girls.

MENTAL HEALTH: Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

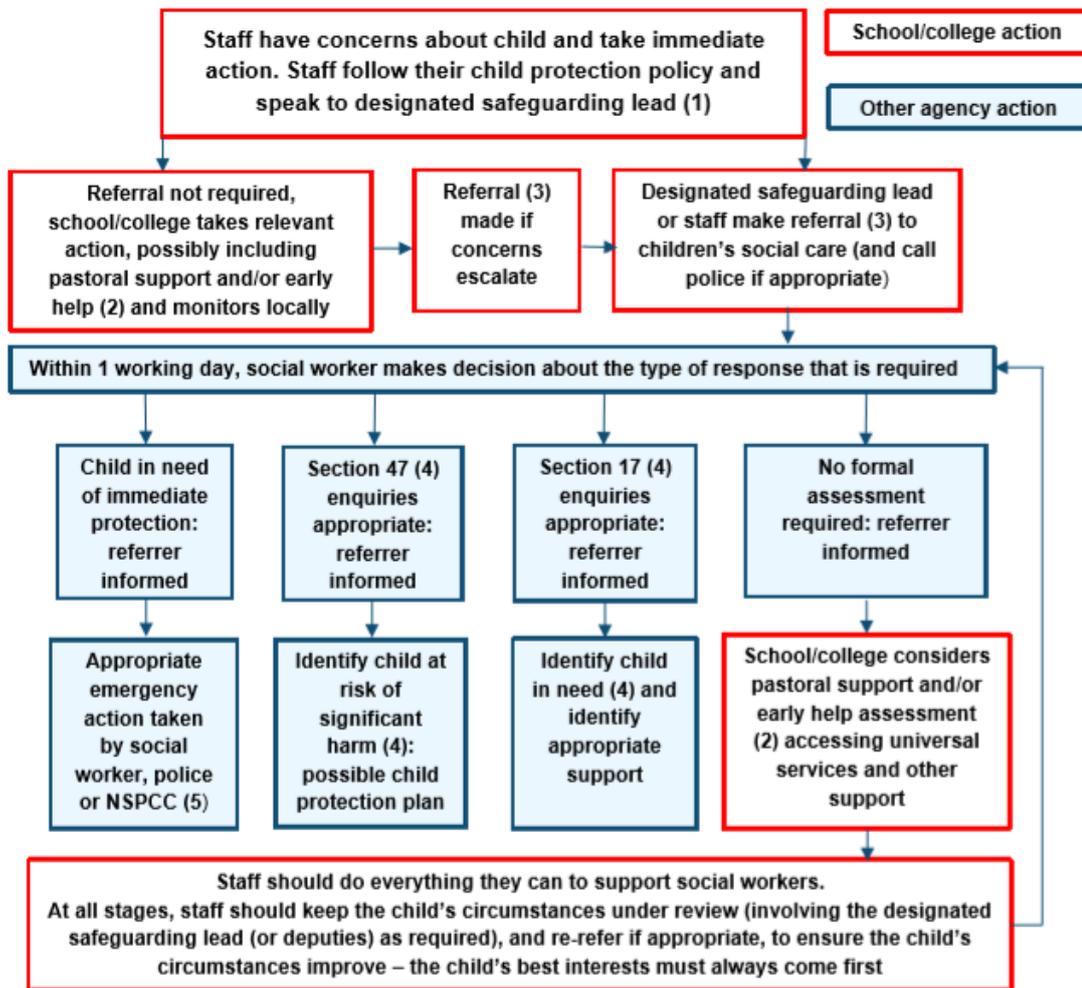
PRIVATE FOSTERING: Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.

RADICALISATION: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas).

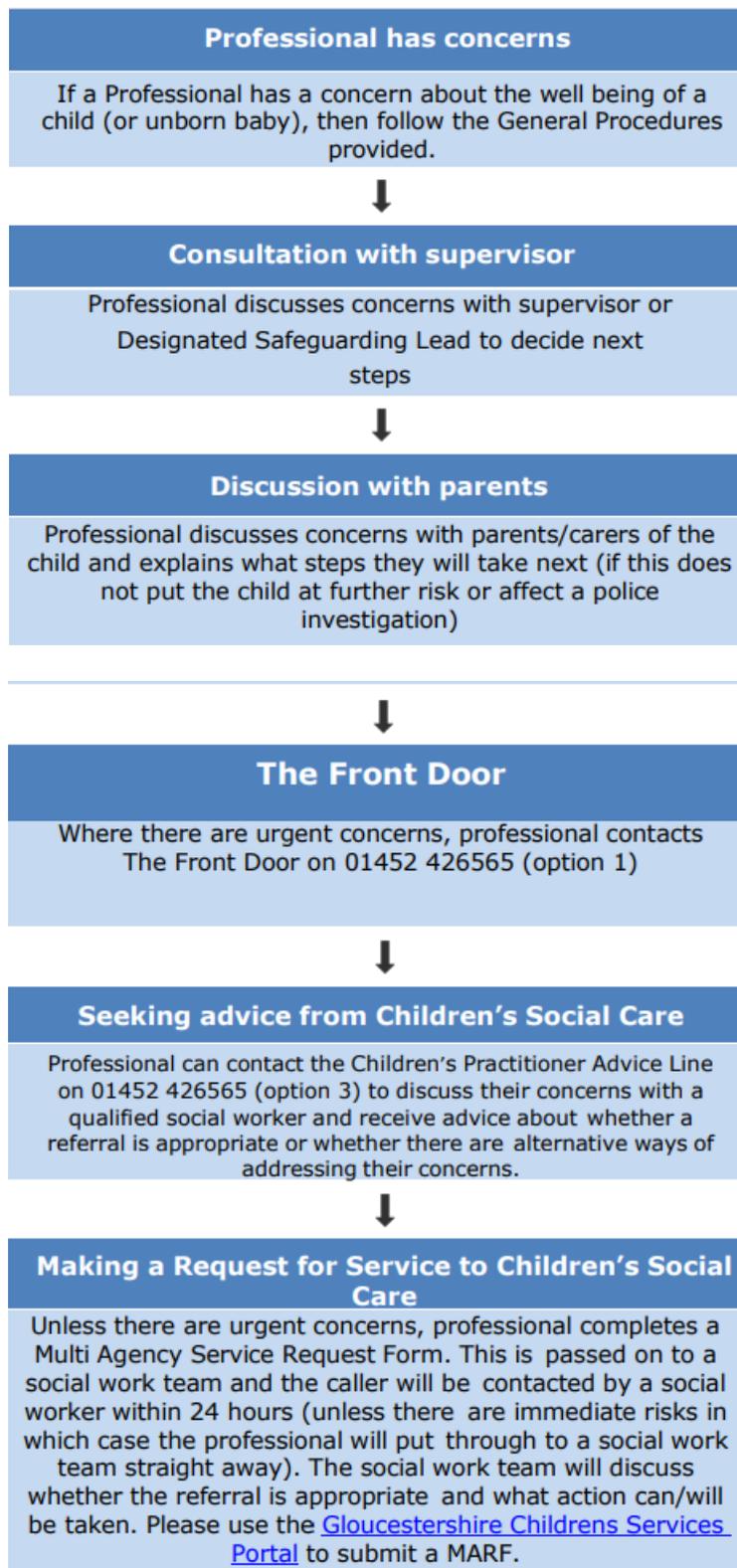
If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure as for any other Child Protection Concerns and notify the Designated Safeguarding Lead immediately.

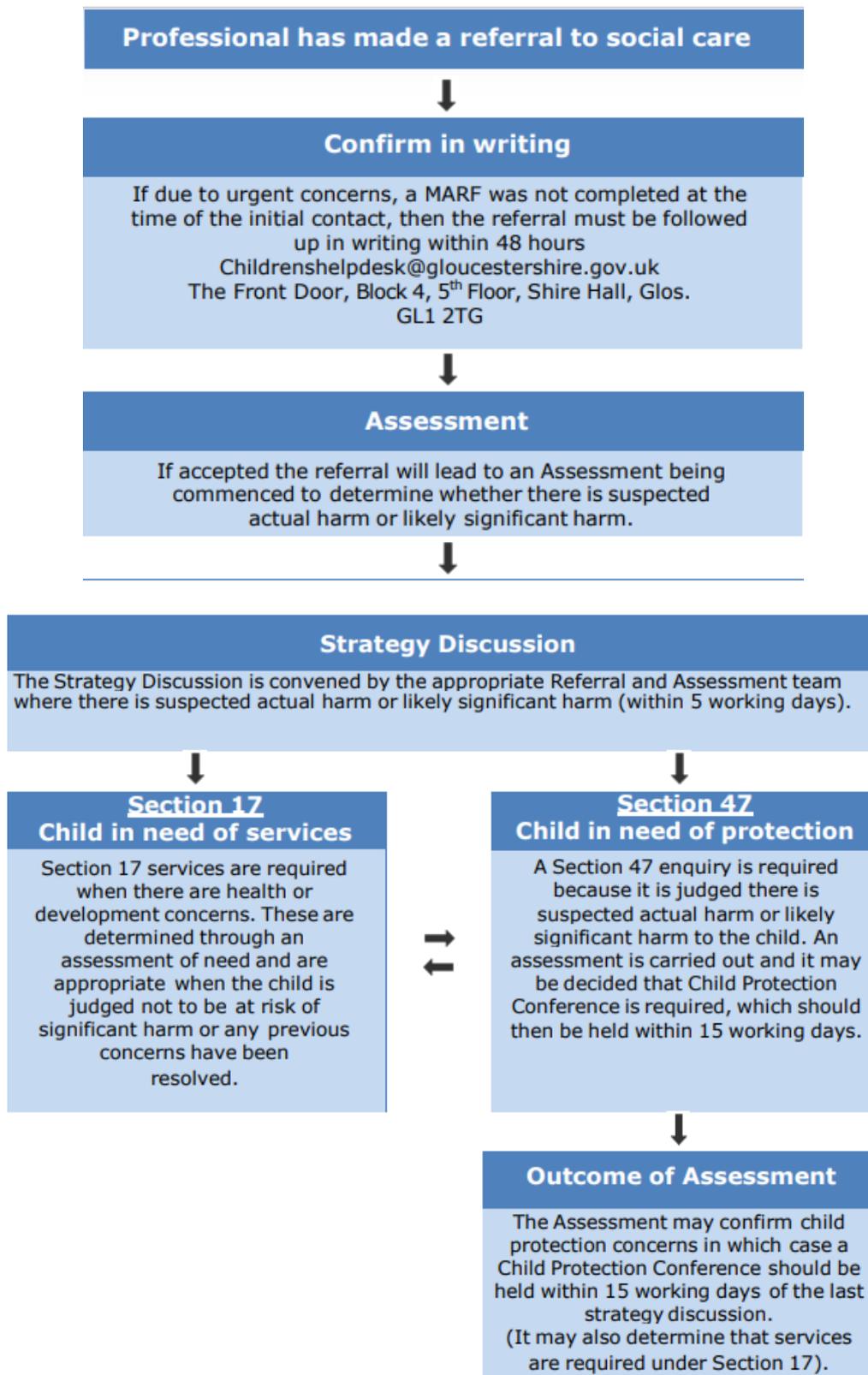
Appendix Five: Summary of Processes

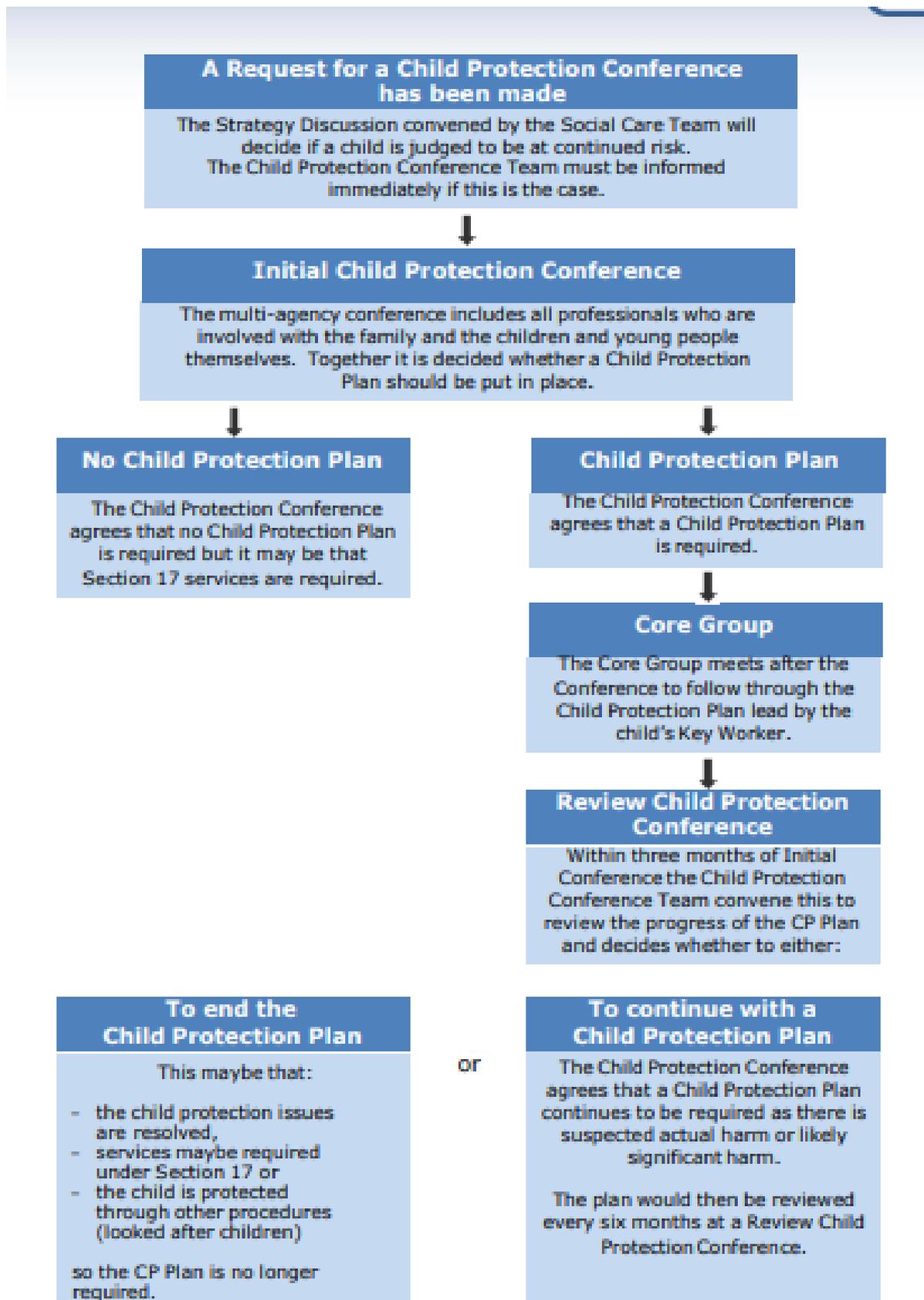
Actions where there are concerns about a child



Gloucestershire Safeguarding Board Guidance; What to do if you have concerns about a child:







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

If a professional receives an allegation or 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 a way that indicates s/he may pose a risk of harm to children.

Then that professional should:

Report their concerns

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

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.

Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating 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.

Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. 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.

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 2015 and the South West Procedures.

http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html

Appendix Six

School Specific Procedures

Specific Procedures

CPOMS (Safeguarding and Child Protection Software for Schools) is used to record all incidents that occur.

These incidents can be linked to other children and actions taken are also recorded.

The DSL and DDSL's are alerted to significant incidents and will action them accordingly.

Every member of staff across school has an obligation to report any concerns which they may have. My Concern allows them to record information in a central repository and have relevant people alerted immediately.

Designated Safeguarding Leads (The DSL and DDSL's) are able to build a chronology around a student and can produce reports on vulnerable pupil groups.

All staff have a My Concern account and can access it via any internet enabled device.

All staff, visitors and volunteers receive a leaflet outlining what they should do if they have a Child Protection concern.

Job Description

Designated Safeguarding Lead (DSL) and Deputy DSLs (DDSL's)

NB. 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.

Shared Responsibilities:

*DSL or DDSLs should always be available to discuss safeguarding concerns. (Ref: KCSIE Sept 2018)

- 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;
- Work together to ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct);
- 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;
- Work together to refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Attend relevant training every 2 years and an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice;
- 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;
- 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;
- Monitor procedures to ensure school safeguarding policy is adhered to.

Designated Safeguarding Lead (S Daly) - Inclusion Lead

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.

Specific areas of responsibility:

- Ensure the school safeguarding policy is updated and reviewed annually;
- 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;
- 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 coordinated way; making the difference which was anticipated;
- Represent the school at Designated Lead forums and disseminate the information to colleagues;
- Education Welfare Staff and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing;
- To liaise closely with the SBM to ensure full compliance with Safeguarding policy and procedures.

Deputy Safeguarding Lead (M Cordall) - Deputy Headteacher

Specific areas of responsibility:

- To ensure parents, volunteers, work experience placements, students, etc. are provided with relevant Safeguarding Induction Training;
- To ensure parents, volunteers, work experience placements, students, etc. are familiar with relevant documentation, particularly the Handbook and Agreement - Agreement forms are held securely within the school office;
- Ensure handbook and agreement is updated annually in line with Safeguarding Policy;
- Liaising with students and work experience settings re Safeguarding practices.

Deputy Safeguarding (M Allen) - Headteacher

Specific areas of responsibility:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead (DSL) and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner;
- The child's safety and welfare is addressed through the curriculum;

- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date;
- Ensure that governors are kept informed with Safeguarding information via the Headteachers' Report to the Governing Body;
- Managing complaints and issues raised the relate to school Whistleblowing Policy.

Deputy Safeguarding (S Byrne) - School Business Manager

Specific areas of responsibility:

- Ensure parents see copies of the safeguarding policy to avoid potential conflict later;
- 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;
- Maintain an up-to-date and accurate Single Central Register (SCR);
- Undertake and record all mandatory pre-appointment checks on staff, governors, supply staff and volunteers;
- Liaise with the Governor with safeguarding responsibilities to monitor the SCR;
- Induct new members of staff with regard to the school and GSCB safeguarding policies and procedures (Safeguarding Policy/Safe Working Practice/Acceptable Use Policy/e-Safety Policy);
- Keep records of staff recruitment process and induction programmes;
- Ensure that staff have access to and are aware of the updated school safeguarding policy;
- Ensure parents have access and are aware of the safeguarding policy;
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct);
- Liaise with the Governor with safeguarding responsibilities to monitor school practice re policies and procedures and the Single Central Record;

Re Training:

- Own training: Attend relevant training every 2 years for Child Protection, 5 years for Safer Recruitment Training and on an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice;
- Ensure that ALL staff receive Child Protection Training, maintain records of training dates and schedule refresher sessions accordingly;
- Provide Safeguarding Children Induction for adults working or volunteering in school within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately;
- Organise GSCB Training 3 yearly for all staff, 2 yearly for Designated Safeguarding Staff;
- Organise Safer Recruitment Training for Senior Leaders and School Governors.

Re Recruitment and Personnel:

- Ensure effective safer recruitment practice is followed at all time;
- Produce appropriate Process Control Plans (PCPs) for recruitment and staff personnel files;
- Act as a source of support for the DSL and advice and expertise within the school.

Anti-Bullying and Red Behaviour Conduct Statement

Aims

The aim of the anti-bullying and Red Behaviour Conduct Statement is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied, subject to racism, homophobia or radicalisation.

This statement aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying or related behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying, racism, homophobia and radicalisation are.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a positive environment.
- Show commitment to overcoming bullying, racism, homophobia and radicalisation by practising zero tolerance.
- Identify and deal with incidents of bullying, racism, homophobia and radicalisation consistently and effectively.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher, staff member or through the e-praise reporting system.

Racism and homophobia may be on an individual basis and may not be overt, they are defined as actions or comments that are prejudicial against another person's ethnicity, culture, religion or sexual orientation.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom. This statement is designed to ensure that as a school we are alert to signs of bullying, racism, homophobia and radicalisation and act promptly and firmly against these.

Why is it Important to Respond to Bullying, Racism, Homophobia and Radicalisation?

Bullying, racism and homophobia hurts; no one deserves to be a victim of these actions. Everybody has the right to be treated with respect. Children who are bullying or who are racist or homophobic

need to learn different ways of behaving. Bullying, racism and homophobia can cause stress and can affect a child's health. In addition, protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying, racism, homophobia and radicalisation.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, subject to racism or homophobia or is at risk of radicalisation. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

These signs and behaviours could indicate other problems, including abuse and reference should be made to the Safeguarding Policy but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach to behaviour' please see the school's behaviour policy. Or 'Inclusion and SEN Information Report' will also give you guidance on additional support that is available for individual pupils.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.

- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door ethos in the school.
- Encouraging pupils and parents to report incidents – being a listening school
- Raising awareness of bullying, racism, homophobia and radicalisation.

Promoting Anti-bullying and celebrating ethnic, cultural and religious diversity

As a school we are committed through our Christian Values, Collective Worship and wider curriculum to promote anti-bullying and ethnic, cultural and religious diversity. We have in place a British Values Policy Statement that also reflects how we operate as a school. We regularly highlight the processes for reporting incidents and share in anti-bullying weeks/days.

Procedures

It is recognised that incidents of bullying, racism, homophobia and radicalisation occur in schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, or through e-praise but the responsibility for ensuring all incidents are consistently dealt with lies collectively with the Head Teacher, class teacher and the Inclusion Lead, with the Head Teacher as the lead professional. All bullying, racist or homophobic incidents therefore must be reported to the Head Teacher. All concerns in relation to radicalisation must also be reported directly to the Head Teacher.

The Head Teacher will be responsible for embedding anti-bullying and related awareness in the policies and practices of the school. The Head Teacher along with the Senior Management Team and class teacher will be in charge of the overseeing and recording any incidents of bullying, racism and homophobia on e-praise, concerns in relation to radicalisation will be logged separately. All incidents of bullying, racism, homophobia and radicalisation will be reported termly to School and Community governors. All incidents will also be reported termly through the Head Teacher report.

The following steps may be taken when dealing with incidents of bullying, racism or homophobia:

- If bullying is suspected or reported, the incident will be passed on immediately by the member of staff who has been approached to the Head Teacher or another member of the Senior Management Team in their absence.
- The Head Teacher/ member of the Senior Management Team lead investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and recorded and acted upon.
- If deemed to be bullying, the Head Teacher/member of the Senior Management Team will speak to the pupils involved and proceed accordingly. Parents of the victim and perpetrator will be informed as immediately as possible (within 1 working day) and this will be undertaken by the Head Teacher/ member of the Senior Management Team . A written copy of events will be kept and this will be updated until the situation has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's Positive Behaviour policy.

The following steps may be taken when dealing with incidents of radicalisation:

1. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist they must inform the Head Teacher.

2. They will then take advice as to whether a Referral Form needs to be completed in line with the Safeguarding Policy
3. Send to Social Services for assessment
4. Subject to Social Services assessment Inter-agency procedures may follow including
5. Escalation to Channel

Support in Incidents of Bullying, Racism and Homophobia and Radicalisation

The support offered for a pupil at risk or involved in radicalisation will come through the Channel programme. All incidents related to bullying, racism and homophobia are addressed in the following ways.

Victim Support

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

Over a period of time the Head Teacher will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the Head Teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence. Additional intervention support is available if required.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s) Support

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully/racist. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and GFAPS

Summary

As a school, we are aware of the ethnic diversity and cultural backgrounds of all our pupils. We ask that all our staff read the following document in understanding the wider context of our role in addressing bullying, racism, homophobia and radicalisation.

'Bullying around racism, religion and culture' DFE Publication 2006