



CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

Safeguarding and Child Protection Policy

Reviewed September 2020

Safeguarding and Child Protection Policy

To be reviewed annually, and where required, in response to legislative changes

This policy reflects 'Keeping Children Safe in Education' guidance DfE 2020 and meets the requirement of a School Safeguarding Policy and a Staff Behaviour Policy. This document is referred to as the Safeguarding Policy throughout.

Cam Woodfield Junior School

Safeguarding Lead Governor:

Mrs Emma Irvine Co-Chair

Designated Safeguarding Lead (DSL):

Mrs Louise Bennett Headteacher

Deputy Designated Safeguarding Lead (DDSL):

Mrs Tammi Wainwright Deputy Headteacher

Parent Support Advisor &

Deputy Designated Safeguarding Lead (DDSL):

Mrs Rachel Carrick PPSA

Designated Alternative School Safeguarding Lead (in the event that Both DSL and DDSL are absent):

Mrs Helen Harper Headteacher

Cam Woodfield Infant School

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Designated Teacher for Children in Care (CIC)

Mrs Tammi Wainwright

Designated Teacher for Young Carers

Mrs Rachel Carrick

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1 Statement of Intent

At Cam Woodfield Junior School we have a responsibility to ensure that the children with whom we are in contact with, are protected from harm. The protection and welfare of the child is the paramount consideration in all actions.

This policy must be read in conjunction with the Gloucestershire Safeguarding Children Board 'Safeguarding Children Handbook' which can be accessed online; www.gscb.org.uk/handbook and the latest DfE publication of **Keeping Children Safe in Education**.

Please also see our offer of Early Help at the end of this document.

The following policies/documents provide further information and guidance.

1. Accessibility Policy
2. Visiting/supply teacher's information
3. Whistle blowing policy
4. Complaints policy
5. Safer recruitment policy
6. Acceptable user policy
7. Data protection policy
8. Induction policy
9. Safer Working Practice and Staff Code of Conduct Policy
10. Behaviour and Anti -Bullying Policy
11. Intimate care policy
12. Offsite visits policy
13. Attendance policy
14. Mental Health Policy
15. Pastoral Policy
16. Health and Safety policy
17. First Aid policy
18. Relationship and Sex Education policy
19. SEND policy
20. Early Help Offer

2 Introduction

Gloucestershire Safeguarding Children Board states:

‘The protection and welfare of the child must be the paramount consideration in all action. All professionals in contact with children and their families must be aware of the possibility of child abuse and neglect and of the need to maintain vigilance at all times. Children must be listened to, taken seriously and their comments fully evaluated’.

This policy has been developed in accordance with the principles established by the Children Act 2004, as amended by the Children and Social Work Act 2017; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2018, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2015. The guidance reflects ‘Keeping Children Safe in Education’ 2020.

The Governing body fully understands 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^[1], 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.

2.1 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 (Reference Appendices 1 and 2), including the statutory reporting requirements related to Female Genital Mutilation (FGM).
- 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 Disclosure & Barring Service (DBS) check (according to guidance)^[2], and a central record is kept for audit.

[1] Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

[2] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

3 Context: Safe School, Safe Staff

3.1 We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

Our policy applies to all staff, governors and volunteers working in and connected to the school.

3.2 At Cam Woodfield Junior School we will ensure that:

We practice **safe recruitment** in line with Government guidance. The Headteacher, Deputy Headteacher and nominated members of the governing body have received further training to ensure best practice for safe recruitment is carried out. At least one trained individual will be on an interview panel to ensure adequate checking of the suitability of staff and volunteers to work with children. The Headteacher is required by statute to report to the Independent Safeguarding Authority (ISA), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures.

Leadership / Governor Recruitment will be subject to section 128 checks. Section 128 direction prohibits or restricts a person from taking part in the management of an academy. A person who is prohibited is unable to participate in any management such as:

- a management position in an academy as an employee; e.g Headteacher, senior leadership team or any member of staff that has additional responsibilities (management).
- a trustee of an academy;
- a governor on any academy that retains or has been delegated any management responsibilities.

A **Single Central Register** is held for all staff which includes identity, qualification and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by the Governing Body, which is attended to by the Headteacher and the School Business Administrator. All staff are checked for their suitability to work with children through DBS (formerly Criminal Records Bureau) at Enhanced level.

3.3 All staff are kept up to date with Safeguarding and Child Protection information and must complete frequent refresher training.

All new members of staff (including those who regularly have contact with children) will be subject to an induction programme that includes meetings/training with the Safeguarding Lead and Deputy Safeguarding Lead in all aspects covered within this policy.

Training and refresher training will be:

- All new members of staff will participate in external Safeguarding and Child Protection training as part of their Continuing Professional Development.
- All staff will receive an annual refresher of the requirements of this policy.

- All staff will have full refresher training every three years.
- The DSL and Deputy DSL(s) will attend further full training every two years.
- All members of staff will be trained in and receive regular updates in e-safety and reporting concerns

By raising awareness of child protection issues and recognising that safeguarding incidents could happen anywhere.

- All members of staff, volunteers and governors, know how to respond to a pupil who discloses abuse
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Children are equipped with the skills needed to keep them safe
- Governors are kept well informed about procedures through committee or full governors meetings and external training, so they are updated to maintain their understanding of the signs and indicators of abuse.
- School implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children and Families Helpdesk.
- By supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Cam Woodfield Junior School is a safe environment in which children can learn and develop.
- All staff, volunteers and governors who regularly work in school will be subject to an enhanced level DBS check. This is also requirement for all new governors prior to the commencement of their term of office.
- The school has a written coordinated offer for Early Help (see appendix)

3.4 At Cam Woodfield Junior School we will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and know who to turn to for help.

3.5 We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for Safeguarding (Child Protection) who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection who has received appropriate training

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding and child protection matters including attendance at child protection conferences and core groups.
- Keep confidential written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are up to date and kept securely; separate from the main pupil file, and in secure locations. If a safeguarding report is recorded about a child after January 2018, then this file will be placed on the school's electronic system called CPOMS.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed in line with 'Keeping Children Safe in Education' statutory guidance.

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

3.6 The school will endeavour to support the pupil through:

- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes.
- Road safety, cycle training and working closely with secondary schools to prepare for transition.
- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued.
- A Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, the Children and Young People's Services and Educational Psychology Service.
- Ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

4 Categories of Abuse

4.1 Neglect

The persistent or severe neglect of a child which results in significant impairment of the child's health or development, including:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home).
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

4.2 Physical Abuse:

Deliberate or intended injury to a child. e.g. hitting, shaking, throwing, burning, scalding, drowning, suffocating or poisoning. Deliberate inducement of an illness.

4.3 Sexual Abuse

Actual or likely sexual exploitation. e.g. use of force or enticement to take part in sexual activity penetrative, or non - penetrative. Involvement in non-contact activities such as looking at or making abusive images. Encouraging children to watch sexual activities. Encouraging children to behave in sexually inappropriate ways. Any sexual activity with a child under the age of 16. (with or without agreement).

4.4 Emotional Abuse:

Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. This may include conveying to a child that they are worthless, unloved or inadequate; overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations; causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

4.5 Recognition of Possible Abuse

Whilst recognising it is difficult to determine if abuse has occurred, teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

Disclosure. Non-accidental injury, bruising or marks.

Explanation inconsistent with injury

Several different explanations for an injury

Reluctance to give information about an injury

A sudden change in behaviour - aggression, extroversion, depression, withdrawn

Attention seeking

Hyperactivity

Poor attention

Appear frightened of parents or family members

Abnormal attachment between parent and child

Indiscriminate attachment

Hyper alertness

Reduced response

Frozen watchfulness

Nightmares

Anxiety/irritability

Poor self-esteem

Abdominal pain/headaches

Poor peer relationships

Act in an inappropriate way for age

Over sexualised play/talk or drawings

Excessive or inappropriate masturbation

Self-harm/eating disorder

Frequent visits to the toilet (urinary infection)

Reluctance to change for P.E.

Failure to thrive

Poor hygiene

Recurrent/untreated infections of skin or head lice

Untreated health/dental issues

Frequent absence from school or repeated lateness

Delay in meeting normal developmental milestones

5 DSL Responsibilities

Mrs Louise Bennett (*See job description in Appendix for further details*)

Following all the correct procedures where abuse is disclosed:

- Informing the relevant external agencies where necessary.
- Ensuring that procedures and policies are kept up to date and relevant.
- Liaising with other members of staff and the school leadership (Headteacher and Deputy Headteacher) to keep staff informed about measures put in place to support and/or monitor individual cases.
- Liaising with parents, carers and guardians about how a child is being supported.
- Ensuring that support measures are being followed correctly by staff and support agencies.

6 Procedures and responsibilities - All staff

All staff should be aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school's staff. The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. Any member of staff with an issue or concern relating to child protection should discuss it with the DSL as soon as possible. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues.

Allegations of child abuse must always be given the highest priority and referred immediately to the Designated Safeguarding Lead or in absence the Deputy DSL.

7 Actions in the event of a concern or disclosure

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you
- Record the facts and conversation in writing immediately afterwards, using the exact words spoken not implied. Notes are scanned or typed into **CPOMS under the child's file.**
- Report the suspicion to the Designated Safeguarding Lead or the Headteacher.

8 Dealing with Disclosure

Allow the child to talk – ask only open questions e.g. ‘Can you tell me more about...’ Do not press for detail, put forward your own ideas or use words that the child has not used themselves as this could lead to complications further down the line.

1. Stay calm and reassuring.
2. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
3. Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
4. Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
5. Ask the child if they have told anyone else.
6. Keep an open mind.
7. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report; the note should record the time, date, place and people who were present as well as what was said. This note can then be scanned / typed into the child’s file in CPOMS. This evidence may well be used in any subsequent court proceedings.
8. Establish details of full name, date of birth, address and names of parents/guardians.
9. Report to the Designated Safeguarding Lead or Headteacher who will contact the Social Care Department as necessary.

Please see ‘Flow Chart for Response’ for step-by-step actions.

9 Flow Chart for Response

Any member of staff who by virtue of a child’s behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say.

No promise of confidentiality should be made.

The designated person should briefly and accurately record the concern and the child’s comments in writing and then follow the process below from GSCB Procedures;

Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps

Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



The Front Door

Where there are urgent concerns, professional contacts The Front Door on 01452 426565 (option 1)



Seeking advice from Children's Social Care

Professional can contact the Children's Practitioner AdviceLine on 01452 426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a Request for Service to Children's Social Care

Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

DSLs record incident on the following application: [Liquid Logic Children's Portal](https://children.gloucestershire.gov.uk/web/portal/pages/home) for raising concerns about a child: <https://children.gloucestershire.gov.uk/web/portal/pages/home>

REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES

10 EMERGENCY PROCEDURES

If the Designated Safeguarding Lead/Deputy DSL or Headteacher are not available, establish the facts and details as above and contact the Children and Families Help Desk

Phone Glos. Front Door Help Desk (Glos. 01452 426565) Ask for;

- Social Services - Children and Families.
- Ask for the Duty Social Worker
- Check to see if the family are already known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary.
- If action is taken, follow up the phone call with a referral form (see Appendix 1.)

If you believe a child to be at immediate risk of harm then please contact the police on 999.

Issues such as informing the parents, contacting the police and whether it's safe for the child to return home, can be discussed at a strategy meeting following referral. It is good practice to inform parents that a referral has been made except in cases of serious physical abuse or child sexual abuse when to do so might put the child at greater risk of harm. In this situation parents should not be informed without taking further advice.

If there is an injury which requires immediate treatment the designated person should arrange this without delay, in whichever way seems appropriate, and then continue to follow the procedures above.

11 Additional Guidance/information

- If a child confides in a member of staff and requests **confidentiality** it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however, be assured that the matter will be disclosed only to people who need to know.
- The procedures are laid down in the Safeguarding Children's Handbook on GSCB website.
- Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's **Designated Safeguarding Lead for child protection or in their absence the Deputy Designated Safeguarding Lead.** Both of whom have received multi-agency training.

- **All staff** have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to all adults in the school should there be concerns. These should be reported to the DSL or the Headteacher
- The designated teacher/Headteacher is to inform Cam Woodfield Junior School Governing body as laid down in the Safeguarding Children's Handbook
- Children who have a Child Protection Plan will be monitored in line with the agreed plan i.e. appropriate personnel who are in direct contact with the child to be informed and notify the Headteacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate, the child's appearance. If relevant reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.
- All staff recognise the additional vulnerabilities for 'Looked After Children' or 'Children in Care' who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of CIC pupils in order to meet their needs as part of their overall development and safety.
- All staff are aware that children with Special Educational Needs or Disabilities (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Separate policies for SEND and Anti Bullying provide further detail. The school maintains a record of bullying/racist incidents.

12 Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on its own website www.nspcc.org.uk Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child Sexual Exploitation (CSE)
- Bullying Including Cyber-Bullying
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage (FM)
- Gangs and Youth Violence
- Gender-Based Violence/Violence Against Women and Girls (VAWG)
- Mental Health

- Peer on Peer Abuse
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship Abuse
- Trafficking
- Hate

13 Child Sexual Exploitation (CSE)

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 cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.

14 Child Criminal Exploitation (County Lines)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. It can include children being coerced to carry drugs or money from urban areas into suburban, rural, market or seaside areas. All staff to be aware of the signs:

- Can affect any child;
- Can be exploitation even if the activity appears to be consensual.
- Can involve force, violence or threats to enforce compliance.
- Typified by some form of power imbalance.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education.

15 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or involved with serious violent crime. These may include:

- Increased absence.
- Change in friendships or relationships with older individuals / groups.
- School work and standards decline.
- Change in wellbeing, signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could indicate pupils have been approached by criminals or gangs.

16 Sexual Violence & Sexual Harassment between children in school.

Sexual Violence and sexual harassment can occur between two children of any age and any sex. Children who experience Sexual Violence and Sexual Harassment will likely be distressed by the incidents and it will have an adverse effect on their educational attainment.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys' and
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence:

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 which include the following:

- Rape - A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration - A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assaults - A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual Harassment:

Sexual Harassment is an unwanted conduct of a sexual nature that can occur online and offline. When we reference sexual harassment, we do so in the context of a child on child sexual harassment. Sexual harassment can include (not an exhaustive list):

Sexual comments, sexual jokes or taunting, physical behaviour, online sexual harassment.

17 Upskirting

Staff need to be aware that Upskirting is the act of taking a picture under a person's clothing without them knowing, with intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

18 Domestic Abuse

All staff need to be aware of pupils who may be exposed to any incident or pattern of incidents where they witness or experience domestic abuse. Domestic abuse comes in many forms such as:

- Psychological, physical, sexual, financial and emotional.

Domestic abuse or violence can have serious, long lasting emotional and psychological impact on children.

The school has signed up to Gloucestershire's Operation Encompass which alerts the school of live incidents involving Domestic Abuse with families in the school.

19 Homelessness

Staff in the school will notify DSL or DDSLs information of any changes regarding a child's living arrangements. DSL or DDSLs will contact the relevant professionals to support and prevent the family from being homeless as well as make a referral to social care to identify if a child has been harmed or is at risk of harm.

20 Female Genital Mutilation (FGM)

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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **If a member of staff suspects a case of FGM they have a mandatory duty to report it to the Police.**

21 Honour Based Violence (HBV)

All staff to be aware of any child experiencing HBV which includes FGM and FM as well as a practice called breast ironing. These crimes against children are committed to defend the family honour or community and can involve several perpetrators.

22 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. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

23 Prevent Duty (under Section 26 of the Counter- Terrorism and Security Act 2015)

To ensure that all staff are aware of their duty to prevent radicalisation. They must be alert and note any changes in a child's behaviour, using their judgement or seeking advice about children who may be vulnerable to extremist ideology and radicalisation. As part of a preventative measure, the DSL can 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.

24 Allegations of abuse made against other children - Peer on Peer abuse.

Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported.

Peer on peer abuse can manifest itself in many ways. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges. The School and Governors recognise that there are different gender issues that can be prevalent when dealing with peer on peer abuse.

This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

25 Contextual Safeguarding

Contextual safeguarding is where external factors need to be taken into consideration and assessed whether they are a threat to a child's safety / welfare. All staff, but especially the DSL or DDSLs should be considering the context within which such incidents and / or behaviours occur. These can take place outside of the school and can occur between children or adults.

26 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their safeguarding policy and speaking to the designated safeguarding lead or a deputy.

27 Listening and talking to children (staff guidance)

- Take what the child says seriously
- React calmly because over reacting can frighten the child and compound feelings of guilt.
- Tell the child they are not to blame. Children often feel guilty.
- Explain to the child what will happen next.
- Check out your understanding with the child of what has happened if you are not clear what the child is telling you.
- Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

28 Allegations Against Staff

(see Allegations Management Policy and Staff Conduct Policy)

All school staff including supply or volunteer 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 Staff Conduct Policy.

This policy should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This relates to behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but the school needs to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

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

The Headteacher, or Governors in a case where the Headteacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Further guidance on procedures when a Headteacher is accused of abuse, is contained within Safeguarding Children's Handbook. Advice should be sought from:

GSCB Local Authority Designated Officer: 01452 426 994

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. See Staff Behaviour Policy below.

Physical contact must be appropriate to the professional role and appropriate to age, stage of development, gender, ethnicity, background and any agreed care plan. With younger children, touching is inevitable and provides reassurance. With older children, where feasible staff should seek child's permission before any contact, perfectly innocent actions can be misconstrued. Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively, by deterring the child through helping them to understand the importance of personal boundaries.

In emergencies - physical restraint to prevent harm to the pupil or to others be required. (Positive Handling Policy) *(see appendix for further details)*

29 Reporting concerns to parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Headteacher who will in turn contact the local Social Services Department.

30 Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Headteacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse.

It may be helpful to outline to them the procedures so professional guidelines are adhered to at all times. Make a written record of the meeting, what was said and who was present (date/time etc.)

31 Staff Behaviour Policy

Please also see Code of Conduct and Safer Working Practice Guidance.

31.1 Gifts received

In the context of fostering understanding and promoting the relationship between adults and children gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Headteacher for guidance.

31.2 Arrangements for Physical Education (PE) changing - boys/girls

The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.

31.3 Access to toilet facilities

In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

31.4 e-Safety

All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (See 'Staff handbook and Acceptable User policy')

31.5 Individual teachers / individual pupils in classroom situation

Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. Where practical senior staff should be notified

31.6 Physical contact with pupils

It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

31.7 Relationships are valued

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions.

31.8 Appropriate personnel to be informed regarding first aid etc.

Our first aid code of practice is included in our Health & Safety Policy of which all supervising and qualified adults have been notified and clearly understand.

31.9 Smoking and alcohol on premises

As part of our PSHE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Glos County Council Policy on premises being no smoking zones.

The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

31.10 Children's attendance

Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Safeguarding Policy staff are to report any concerns/issues regarding attendance to the Headteacher.

31.11 Supervision of Children off site

Procedures for Safeguarding and Child Protection are applied in the event of off-site activities. Local Authority guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

The Staff Behaviour Policy is discussed with all staff and forms part of the induction training for all new staff and volunteers.

32 Monitoring and evaluation

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

- Governing Body visits to the school
- Headteacher/Deputy Headteacher and DSL discussions with children/staff
- Pupil surveys/questionnaires and individual conferencing
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments

- Scrutiny of Governing Body minutes of meetings
- Logs of bullying/racist/behaviour incidents for Headteacher/Deputy
- Headteacher/DSL/Governor Lead to monitor
- Review of parental concerns and parent questionnaires

33 Useful Contact Numbers

33.1 Social Care

Report concerns to Children and Families Helpdesk Customer Service Operators on:	01452 426565
Stroud & Cotswolds Referral & Assessment Team	01452 583725
Stroud Children & Families Team	01452 583426
Safeguarding Children Service	01452 583636
Safeguarding Children Development Officer (education)	01452 426994
Assistant Safeguarding Children Development Officer (education)	01452 426221
Local Authority Designated Officer for Allegations	01452 426994
Child Death Review Co-ordinator	01452 426228
Safeguarding Adults Service	01452 427556

33.2 Police

Police - Child Abuse Investigation Team	01242 261112
Gloucestershire Police	101
Central Referral Unit	01242 247999

33.3 Health Services

For general enquiries about health services, please contact:

Gloucestershire Health Victoria Warehouse, Gloucester, GL1 2EL	01452 300222
Gloucestershire Partnership NHS Trust Rikenel, Montpellier, Gloucester, GL1 1LY	01452 891000

Safeguarding Children, NHS Gloucestershire Sanger House, 5220 Valiant Court, Gloucester Business Park, Brockworth, Gloucester, GL3 3PX	08454 221500
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Other useful telephone numbers:

Citizens Advice Bureau (Cheltenham)	01242 522491
Citizens Advice Bureau (Gloucester)	01452 527202
Cheltenham General Hospital (switchboard)	0300 422 2222
Gloucester Royal Hospital (switchboard)	0300 422 2222
NSPCC Gloucester	01452 300616 / National: 08000280285 Mon - Fri email help@nspcc.org.uk
Rape Crisis	01452 526770
Childline	0800 1111
Samaritans	08457 90 90 90
SHARE - Young Peoples Counselling Service	01452 500300

Gloucestershire's Safeguarding and Child Protection Procedures can be found on the Gloucestershire Safeguarding Children Board website at: http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm

All those working with children should be made aware of these procedures and should know where to find them.

Children's helpdesk	
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, please contact the Children's Helpdesk. Opening hours: 8am - 5pm	01452 42 6565 or childrenshelpdesk@gloucestershire.gov.uk
Out of office hours	
Outside of office hours, you should contact the Emergency Duty Team (EDT) or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the Police at any time on 101 .	01452 61 4194 or 101

To report a concern about a professional working with children (Allegations Management)	
Nigel Hatten LADO (Local Authority Designated Officer)	01452 42 6994
Tracy Brooks (Allegations Management Co-ordinator)	01452 42 6320
More information	
To understand the procedures involved once a concern has been raised please read our Child Protection Procedures	Gloucestershire Child Protection Procedures
For local information about different types of violence and abuse and how to protect against it with links to local, practical support and help	Gloucestershire Take a Stand Website

APPENDIX A - Child Protection Concern Record Sheet

(PLEASE NOTE: this form will only be used if CPOMS is inaccessible to the user).

Cam Woodfield Junior School

Pupil Name	
Date of Birth	
Pupil Contact details	
Incident of concern with clear chronology	
Recorded by	

Date recorded	
Signature	
Was this information shared with others?	Yes/No Reason given
<p>Was concern logged with Children and Families Helpdesk? Yes/No (01452 426565 - Social Care)</p> <p>Was concern logged with Stroud Children and Families Team? Yes/No (01452 583426)</p>	
If No Give Reasons	
If Yes next course of action	

Has Chronology Form been updated? Yes/No (front of file)

Designated Safeguarding Lead (DSL) Louise Bennett Headteacher

Signed.....

Dated.....

NB: Record must be stored in pupil file in a locked cabin

APPENDIX B – DSL Job Description

Policy and Procedures:

- 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)
- DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff

This could be done by, for example:

- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.

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 Care meetings, Safeguarding and 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 suitable, measurable, assigned and have target delivery dates and that they are carried out in a co-ordinated way; making the difference which was anticipated

Training:

- Ensure all safeguarding related training requirements are met.
- 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 online Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly.

Appendix C – Supporting Children

Extra notes to support policy

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 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.

Children with Learning Difficulties (SEND)

- The school will ensure that children with learning difficulties or is developmentally lower than their age, will be given specific lessons on safeguarding that will support their learning and safeguarding needs. e.g. NSPCC 'Pants' learning material.

Confidentiality

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.

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 a Team Manager at the Children's Services Area Team on this point.

Supporting Staff

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 to encourage reflective practice, with the DSL or DDSs and to seek further support as appropriate.

Staff are encouraged to use the Employee Assistance Programme 24hour helpline 0800 0305182

Allegations against staff

All school staff including supply agency staff and 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. All Staff should be aware the school's own Staff Conduct Policy.

Guidance about conduct and safe practice, including safe use of mobile phones and social networking sites, 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 Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

Nigel Hatten LADO (Local Authority Designated Officer) 01452 426994

Tracy Brooks (Allegations Management Co-ordinator) 01452 426320

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 above, without notifying the Headteacher first.

The school will follow the Gloucestershire 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 as above.

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.

Whistle-blowing

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 safeguarding and 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 Area Education Officer/LADO following the Whistleblowing Policy.

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

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 Handling (see Positive Handling Policy).

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.

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 and/or victims of child abuse. We keep a record of bullying incidents logged.

Racist Incidents

Our policy on racist incidents is set out separately, 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.

Prevention

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.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 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 focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- 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.

Appendix D - Recognising signs of child abuse

Categories of Abuse:

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

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 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 irresponsible 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

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 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.

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, in appropriate 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.

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: **quality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

Consent - agreement including all the following:

- Understanding that 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.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs that 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

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. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

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. FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical 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.

FGM is carried out because there is a 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

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 are:

- 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

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action **without delay** and call the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Appendix E - E-safety

Checklist for schools (and other providers) to help them ensure that all learners and staff are using the Internet and digital media safely.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

Education at home:

Where children are being asked to learn online at home, the school will use the DfE guidance to support pupils to do so safely. It will also ensure that pupils are taught how to access their learning online safely and what to do if they see content that is upsetting. Please refer to Remote Learning Policy 2020-2021 and Pupil & Parent Responsible Use Agreement 2020-2021.

Advice from the Gloucestershire Safeguarding Children Board

- All schools must have a current Acceptable Use Policy (AUP), which is reviewed annually, covering staff and student use of digital media (including taking and using pictures without permission).
- All computers, laptops and storage devices holding personnel and/or pupil data must be encrypted.
- Email: - All staff, governors and others must only use school based emails (no hotmail or others). Do not respond to emails from school students except on school email account.
- Your school AUP should outline the policy on contact with students via e-mail and other on line tools such as social networking sites.
- Access to the internet: - South West Grid provides protection to all internet connections with schools. The service includes filtering options, which you should understand (<http://www.swgfl.org.uk/Services/SWGfL-Filtering>)
- Do not give school students your personal mobile phone number.
- Mobile phones: - Do not use personal mobile phones for school business.
- Cameras: - Only use school cameras and computers to take photos of students.

- Social networking sites: - Do not invite school students or parents? to join your personal sites or join school student networking sites.
- Switch Bluetooth off your phone when in school.
- Sign up to the GSCB website www.gscb.org.uk for notification of updates including e-safety.
- Ensure your e-safety lead (designated teacher) receives regular training, which should be logged in the CPD register
- All staff should have training on e-safety policies and practice (please see SWgfl website - <http://www.swgfl.org.uk/Learning>).
- Consider informing your agency media team when incidents occur to ensure you and they are prepared for media interest.

Appendix F - Sources of Further Information

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>