



“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL A Policy for Child Protection and Safeguarding

Committee responsible for this policy	The Full Governing Body
Policy initially approved by FGB	February 2015
Policy reviewed/amended	3 rd Feb 2015 17 th Mar 2015 22 nd Mar 2016 31 st Jan 2017 30 th Jan 2018 29 th Jan 2019 16 th October 2019 (clerical only) 16 th January 2020 3 rd March 2020 24 th March 2020 13 th October 2020
Policy review term	Annual
Policy due for review	September 2021

Should serious incidents take place the following external persons/agencies should be informed:

GCSB – Gloucestershire Multi Agency Safeguarding Hub (MASH) - 01452 426565

Blue Coat School fully recognises its responsibilities for safeguarding children.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

1. Ensuring we practice safe recruitment in line with Government guidance by using at least one (National College for School Leadership or otherwise) accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures;
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Gloucestershire MASH;
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
5. Establishing a safe environment in which children can learn and develop.

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

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

We will follow the procedures set out by the Gloucestershire Safeguarding Children Executive and take account of guidance issued by the Department of Education to:

1. Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role, and several Deputy Designated Safeguarding Leads where possible, who are part of the school's senior leadership team;
2. Ensure we have a nominated governor responsible for child protection who has received appropriate training;
3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead and their role and have received a basic safeguarding induction within their first 7 working days of employment;
4. Ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and also receive safeguarding and child protection updates, as required, at least annually;
5. 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 Safeguarding Lead or one of their Deputies in their absence;
6. 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;
7. 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);

8. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups;
9. Keep written records of concerns about children, even where there is no need to refer the matter immediately;
10. Ensure all records are kept securely; separate from the main pupil file, and in locked locations;
11. 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;
12. Ensure safe recruitment practices are always followed.
13. Ensure all staff have read Part 1 of the *Keeping Children Safe in Education* booklet and all other policies and documents which refer to systems in place to keep children safe.

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

1. The content of the curriculum;
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
3. The school behaviour policy and anti-bullying policy which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred;
4. Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service;
5. Ensuring that, when 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.

September 2020



APPENDIX 1

GOVERNMENT CATEGORIES OF CHILD ABUSE AND NEGLECT – DESCRIPTORS

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. *Definitions are taken from Keeping Children Safe in Education (Sept. 2020)*

ABUSE

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

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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



NEGLECT

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

APPENDIX 2 - THE REFERRAL PROCESS

Professional has concerns

If a professional has a concern about the wellbeing of a child (or unborn baby), then that professional should:



Consult with Designated Safeguarding Lead

Share their concern with the Designated Safeguarding Lead or one of their Deputies. A decision will be made as to the next steps to take.



Contact Social Workers for advice

*In those cases where you have a concern **but are unsure** about how to proceed contact:*

The Gloucestershire Multi Agency Safeguarding Hub (MASH) –

Tel: 01452 426 565 (Option 3 – Children’s Practitioner Advice Line)

And ask to speak to a social work practitioner. Ensure all immediate relevant details to hand.



Contact the Multi Agency Safeguarding Hub (MASH)

In those cases where you are sure that a social work assessment is required, to make a referral you must complete a written record (MARF) via the link below:

<https://children.gloucestershire.gov.uk/>

If you think a child is at immediate risk of harm, contact the MASH Tel: 01452 426565 (option 3)

*A referral should be made **within 24 hours** (immediately if the concerns are about **physical injury or sexual abuse**). The Children & Young People Department (CYPD) social care section will then take responsibility for managing any subsequent enquiries. The referrer should confirm the details of the concern to the CYPD in writing within 48 hours.*



Completion of a written record

Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held.





Resolving Professional Difference (Escalation Policy)

Remember to use the Resolution of Professional Difficulties (Escalation) procedures if you are left feeling that the response from social care has not addressed all or any of your concerns for the child. Advice about procedural issues, including using the resolving professional difficulties can be obtained from the Safeguarding Children Service on 01452 583629.

For out of hours social work advice please contact the Emergency Duty Team:

01452 614914

APPENDIX 3 - ALLEGATIONS MANAGEMENT

Concern about a member of staff or 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:

- 1. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child; or*
- 2. possibly committed a criminal offence against, or related to a child; or*
- 3. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.*

Then that professional should:-

Report their concerns

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

Completion of a written record

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

Seek advice before proceeding – initial discussion

Always contact the Local Authority Designated Officer for Allegations (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.

LADO: Tel: 01452 426994 or 01452 426320

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, please complete the allegation management referral form via the GSCE website. <https://ges-online.com/Gloucestershire/eLADO/Live#!/Public>

The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



Further Action

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

<https://www.proceduresonline.com/swcpp/gloucestershire/contents.html>

WHISTLEBLOWING

All employees have the right to raise concerns, which could be about the actions of other employees, private contractors, governors, volunteers or outside agencies. This applies to the execution of the Allegations Management procedure or indeed any concerns which may be considered unlawful, or against the Governing Body's Standing Orders or policies, or falls below established standards or practice, or amounts to improper conduct.

In these instances the school's Whistleblowing Policy should be consulted for detailed information and procedures.

SAFER WORKING PRACTICE

The school endeavours to ensure that all of the staff and volunteers who work with the children are aware of their responsibilities regarding the safeguarding of children. It also recognises the need for the adults to make sure that they are aware of potential situations where they could be vulnerable to allegations from children.

In order to try and prevent this, the induction process includes the reading of the Safer Working Guidance [Revised June 2019]:

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

All existing staff are required to read the document on an annual basis.

APPENDIX 4

ROLES AND RESPONSIBILITIES OF THE DESIGNATED CHILD PROTECTION OFFICER

DSL: Mr Dominic Knill (Deputy Headteacher)

Deputy DSL: Mr Glyn Jones (Headteacher)
Mrs Jane Nelson (Assistant Headteacher, KS1)
Mr Steve Brooks (Assistant Headteacher, KS2)

Child Protection & Safeguarding Governor: Mr. Mark Elliott

The Headteacher has overall responsibility for the procedures within the school. Working with the Headteacher, the DSL has responsibility for the following:

1. Procedure where abuse is suspected/disclosed
2. Procedure concerning alleged child abuse by a member of staff/volunteer
3. Procedure concerning alleged child abuse by Headteacher
4. Procedure concerning alleged abuse by Headteacher when Headteacher is DSL.
5. Maintaining records and logs of safeguarding issues
6. Training
7. Exclusion of a child on a Child Protection Plan
8. Domestic abuse referrals

For further information on the procedures for the above, please see the Gloucestershire Safeguarding Children Board Safeguarding Children Handbook. <https://www.gscb.org.uk/media/19429/dsl-handbook-version-live10-dec-17.pdf>.

APPENDIX 5

SAFER RECRUITMENT AT BLUE COAT CEVA PRIMARY SCHOOL

At least one person on each recruitment panel will be accredited in Safer Recruitment (by the NCSL/Children's Workforce Development Council (CWDC) or otherwise).

Current accreditation is held by:

Name	Role	Date	Renewal
Glyn Jones	Headteacher	Jan 2016	Jan 2021
Dominic Knill	Deputy Headteacher	May 2019	May 2024

APPENDIX 6

GOVERNOR RESPONSIBILITIES, INCLUDING EXTENDED SERVICES

Responsibility for Child Protection and wider Safeguarding of children in Extended Services falls with the Governing Body. In broad terms, responsibility covers 3 areas:

- Safeguarding of children – ensuring that all staff are aware of the signs and symptoms of abuse and know the referrals process for children they suspect are being abused
- Safer recruitment – ensuring necessary accredited staff within the setting and that all necessary DBS checks have been carried out and staff working with children on Extended Service activities are safe to do so and that staff are included on the setting's Single Central Register (SCR)
- Allegations against staff (including volunteers) – ensuring that allegations against staff (including supply or agency worker, contractors, governors or volunteers) are reported to the LADO quickly, fairly and in line with procedures

EXTENDED SERVICES

These activities include things like after school clubs managed by the school. Here the Governing body has the same safeguarding and child protection responsibilities as for all other employed staff and volunteers. They must ensure that all staff have undertaken relevant training on child protection, know the signs and symptoms of abuse and the referrals procedure. The Head Teacher (or DSL) has the same responsibilities in relation to dealing with allegations and referrals and the Governing body is responsible for DBS checks on all staff and volunteers involved in the Extended Service activity.

TRIPS

For trips, consent will be obtained from parents and a risk assessment carried out and shared with all staff. Adult ratios will be in line with current guidance to help ensure the safety of the pupils. Any medicines to which a child may need access will be taken on the day. During the trip, staff will ensure the safety of the pupils at all times through regular head counts, close observation and monitored access to public facilities etc. The Governing body is responsible that these procedures are being followed.

For residential trips, the same guidelines will be followed.

The Governing Body ensures that the school:

- has a child protection policy and procedures in place that are in accordance with LA guidance and Gloucestershire's Child Protection Procedures, and the policy is made available to parents on request;
- operates safer recruitment procedures in accordance with the NSCL training and the Employment Handbook and ensures all new staff and volunteers working with children undergo new enhanced DBS checks.
- follows the procedures for dealing with allegations of abuse against members of staff (including supply or agency worker, contractors, governors or volunteers) that complies with Gloucestershire's Child Protection Procedures;
- has a senior staff member of the school's leadership team who is Designated Safeguarding Lead providing support and advice to other staff. In addition to basic training the Designated Safeguarding Lead should undertake training in inter-agency working, provided by, or to a standard agreed by, the Gloucestershire Safeguarding Children Board and refresher training at 2 yearly intervals;
- makes training available in Child Protection for Head Teachers and all other staff who have direct contact with children (including non-teaching staff). They should undertake appropriate child protection training and this should be kept up to date by refresher training at 3 yearly intervals;

In fulfilling its duties the Governing Body will:

- remedy any deficiencies with regard to safeguarding (child protection) arrangements brought to its attention without delay;
- nominate a member of the Governing Body to be responsible for liaising with the LA's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Head teacher.
- annually review its policies and procedures and provide information to the LA about them and about how the above duties have been discharged, where required



APPENDIX 7

ANTI-BULLYING AND HATE

Blue Coat School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness. All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear. All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and adults should be able to talk to someone within our school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- We all have a duty to work together to protect individuals, whether it is children or adults, from bullying and other forms of abuse in our school.
- We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

Through the consultation process, Blue Coat CEVA Primary School's understanding of bullying is as follows:

“Behaviour which may be persistent and/or deliberate and/or repetitive by an individual or group that attempts to hurt, humiliate or manipulate another individual or group.”

We recognise that bullying behaviour can take a wide variety of forms, including:

- *Verbal (including name-calling, teasing, taunting, mocking, gossiping, threatening)*
- *Physical*
- *Homophobic*
- *Racist*
- *Sexist*
- *Sexual*
- *Disabilist*
- *Lookist*
- *Classist*
- *Age*
- *Religion*

In extreme cases, prejudice-based bullying and harassment can also be considered to be a hate crime which is punishable by law.

As a school, we work to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We recognise our responsibility to teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems.
- provide effective staff training. School staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

For further information on procedures and practices please consult the school's **Anti-bullying Policy**.

APPENDIX 8

PUPIL MENTAL HEALTH

As a school we recognise the importance of children's mental and emotional wellbeing. Staff are made 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. School-based factors that could put this at risk include:

- Bullying
- Discrimination
- Breakdown in or lack of positive friendships Deviant peer influences
- Peer pressure
- Poor pupil-to-teacher relationships

If staff have a mental health concern about a child where there is also a safeguarding concern, immediate action must be taken in line with the referral process.

The school supports pupils' mental health by:

- Establishing a culture that values all pupils, allows them to feel a sense of belonging and enables them to talk about problems in a non-stigmatising way
- Seek continuous professional development (CPD) for staff that informs them about the early signs of mental health problems and what to do if they have concerns
- Working with other agencies to provide interventions for pupils with mental health problems

APPENDIX 9

DOMESTIC ABUSE REFERRAL PROCESS & MARAC

The aim of the process is to reduce harm caused by domestic abuse to children. DARP (Domestic Abuse Referral Process) was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are **not already open** to Social Care.

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.**

The Multi-agency response team consists of representatives from the Police, CYPD, Health and CARP (Domestic Abuse Helpline for victims). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions.

For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator faye.kamara@gloucestershire.pnn.police.uk on 01242 247933

MULTI AGENCY RISK ASSESSMENT CONFERENCE (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury,
- Gloucester,
- Forest,
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'

Please see <http://www.safelives.org.uk/> for more information about the process and to view the **Education toolkit for MARAC**.

APPENDIX 10

HONOUR BASED VIOLENCE (HBV), FORCED MARRIAGE (FM) AND FEMALE GENITAL MUTILATION (FGM)

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

Potential signs of HBV include:

- . Broken communication between victim and friends
- . Absence from education/the workplace
- . Criticism of the victim for 'western' adoption of dress/make-up
- . Restrictions in leaving the house or being accompanied outside the home
- . Depressive or suicidal tendencies in an otherwise happy person

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

For more information, see;

<https://www.gov.uk/guidance/forced-marriage>

<http://www.karmanirvana.org.uk/>

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.

For more information see;

<https://www.gov.uk/female-genital-mutilation-help-advice>

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 under 'Procedure where abuse is suspected/alleged'.

If you have any queries or questions in relation to this procedure please contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator: faye.kamara@gloucestershire.pnn.police.uk or 01242 247933

APPENDIX 11

GENDER BASED VIOLENCE / VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

Violence against women and girls (VAWG) is a term that covers a number of offences including domestic violence, sexual assault, forced marriage and FGM.

The school educates pupils about healthy relationships and consent in the context of Sex and Relationship Education (see school policy) so that children are able to recognise abuse and know they can seek help.

If staff deem a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.

APPENDIX 12

GANGS AND YOUTH VIOLENCE

Gangs are defined as a relatively durable, predominantly street-based group of young people who:

- See themselves (and are seen by others) as a discernible group Engage in criminal activity and violence
- Lay claim over territory
- Have some form of identifiable structural feature Are in conflict with other, similar gangs

If the school becomes affected by gang and youth violence then the local police and 'community safety partners' should be contacted to develop an approach.

Effective approaches include:

- Mentoring programmes
- Bullying prevention (for example, anti-bullying programmes) Improving social skills
- Involving parents
- Cognitive Behavioural Therapy (CBT)

APPENDIX 13

RADICALISATION

Indicators that an individual is engaged in an extremist group, ideology or cause, include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance in accord with the group
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (for example, the swastika for far right groups)

As a school, we aim to reduce the risk of pupils becoming radicalised by:

- Ensuring that our core values are inclusive of all students
- Ensuring all staff are familiar with, and have received training on, the Prevent strategy Reviewing the curriculum, pupil participation and safeguarding processes
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities Challenging prejudices
- Supporting those at risk of being isolated
- Use 'safe to learn' anti-bullying strategies to minimise hate and prejudice-based bullying Use restorative approaches to repair harm caused

Information can be found at:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

<http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/radicalisation-and-extremism/>

APPENDIX 14

CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOITATION (CSE)

Both CSE and CCE are forms of child abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Signs of CCE can include:

- Appearing with unexplained gifts or new possessions
- Associating with others involved in exploitation
- Suffering from changes in emotional wellbeing
- Misuse of drugs and alcohol
- Going missing or regularly coming home late
- Regularly missing school or not taking part in education

Signs of CSE can include the above factors of CCE and:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Displaying inappropriate sexualised behaviour

Where there is a concern about CCE or CSE, the Designated Safeguarding Lead should initiate local safeguarding procedures, including referral to the local authority's children's social care and the police.

Staff should remember that:

- A child under the age of 13 is not legally capable of consenting to sex or any other type of sexual touching
- Sexual activity with a child under 16 is an offence
- Non-consensual sex is rape whatever the age of the victim



APPENDIX 15

SEXTING

Sexting is the act of sharing sexually explicit or suggestive text, images or video through mobile devices and/or the internet.

Practical guidance on how to deal with such events can be found in '**Sexting**' in schools: advice and support around self-generated images: What to do and how to handle it'.

In summary, staff should:

- Confiscate and secure the device(s) involved (see school E-safety policy)
- Inform the headteacher or a senior leader before searching a device (searches should be conducted by the headteacher or other authorised person of the same sex)
- Record the incident
- Consider whether to inform the police, where illegal images are found

For more detailed guidance visit:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/sexting-advice-professionals/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_N_CA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

APPENDIX 16

TRAFFICKING

Any child transported for exploitative reasons is considered to be a trafficking victim. Exploitation includes prostitution or other sexual exploitation, forced labour or services, slavery or servitude.

Signs include:

- A history with missing links and unexplained moves
- Signs of physical or sexual abuse

Schools should contact the local authority's children's social care where they are concerned that a child may have been trafficked.

The local safeguarding board should be contacted for advice on what to do if children go missing from the school roll.

APPENDIX 17

MULTI AGENCY PUBLIC PROTECTION ARRANGEMENTS (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there a serious concern about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYPD. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website. (www.probation.homeoffice.gov.uk)

Further information / queries can be obtained from the MAPPA Manager – 01452 753179.



APPENDIX 18

PRIVATE FOSTERING

A private fostering arrangement is essentially:

- one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A cohabitee of the mother or father would not qualify as a relative.

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

Private fostering covers a diverse range of situations. Most educational settings will have children who are privately fostered, although the school/setting may not be aware that a child is privately fostered. Asking who has parental responsibility would give an indicator as to whether or not a child is privately fostered. Common private fostering situations include:

- African, Asian and Afro Caribbean children with parents or families overseas
- Black and minority ethnic children with parents working or studying in the UK and living with a host family
- Asylum seeking and refugee children
- Trafficked children
- Local children living apart from their families, perhaps because the family has broken down.
- Adolescents estranged from their parents
- Children attending Language Schools
- Children attending independent schools who do not return home for holiday periods
- Children living with host families for a variety of reasons, possibly to learn English or to receive medical treatment in the UK.
- Back door adoptions



If you think a child in the educational setting is being privately fostered, the Designated person should make a referral to the Gloucestershire MASH – 01452 426565. Social care will undertake an assessment of the private fostering arrangement which will include safeguard checks on the carers and contacting the child's parents. A worker will be allocated until the child is 16 and the arrangement will be monitored and reviewed and the young person visited on a regular basis. The GSCB runs workshops on private fostering explaining the legislation and the roles and responsibilities of parents, carers, and the agencies involved.

APPENDIX 19

DRUGS / MEDICATION

For information pertaining to drugs and medicines in school, including their use/misuse and the drugs education that the school provides for its pupils, then please refer to the school's separate policies:

- Drugs Education Policy
- Medicines In School Policy
- Pupils with Medical Conditions Policy

APPENDIX 20

FABRICATED AND INDUCED ILLNESS

A rare form of child abuse, which may include parents or carers fabricating signs and symptoms of illness, falsifying medical records, letters or documents, or inducing illness.

Signs:

- Frequent and unexplained absences from school, particularly from PE lessons
- Regular absences for doctor's or hospital appointments
- Repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed (for example, headaches, tummy aches, dizzy spells)
- Frequent contact with opticians and/or dentists or referrals for second opinions

Where this is a concern, staff should act in accordance with procedures set down by the local Safeguarding Children Board and refrain from conducting their own enquiries.

If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately by the Headteacher (DSL).

APPENDIX 21

CHILDCARE DISQUALIFICATION REQUIREMENTS

The school endeavours to follow the relevant guidance as issued by the DfE at:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

When appointing staff, schools must check: police records; police intelligence; Disclosure and Barring Service (DBS) barring lists; and for anyone that is appointed to teach, that they are not prohibited from doing so by the Secretary of State. The requirements of those working in nursery and reception classes in schools are set out in the Early Years Foundation Stage (EYFS) statutory framework.

The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 place separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In addition to inclusion on the Children's Barred List, the wider disqualification criteria include:

- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- living in the same household where another person who is disqualified lives or works (disqualification 'by association').

The grounds for disqualification can be found in the childcare legislation set out above.

The school is responsible for ensuring that all relevant employed staff have had the appropriate checks. This includes ensuring that staff working in these specified settings are suitable to do so.

The school asks existing employees working in these settings and those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them. They are also asked for this information as part of the pre-employment checks undertaken on appointing new staff.

The requirement to provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. **'by association'**.

The school chooses to ask staff to complete and sign a declaration, which helps identify those caught by the 'by association' requirement, particularly where an individual may be reluctant to self-declare. When it is identified that an individual is disqualified or the 'by association' criteria is met, where possible, employees who work in the school would be asked to provide the following information to the school about themselves or any person who lives in the same household as them:

- details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose; information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

Any relevant information passed to the school must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Individuals who are disqualified are not permitted to continue to work in early or later years provision or be directly concerned in the management of that provision.

Where the school becomes aware that a member of staff is disqualified they will explain the implications to the individual and advise them that they can usually apply to Ofsted for a waiver of disqualification (Ofsted cannot, for example, grant a waiver to an individual who is on the Children's Barred List). Further details about how to make an application for a waiver can be found in the Ofsted fact sheet: Applying to waive disqualification: early years and childcare providers.

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in the school settings described above. Whilst a waiver application is under consideration the individual must not continue to work in these settings.

APPENDIX 22

GENDER IDENTITY AND SEXUALITY

As a school, we recognise the need to keep informed about issues surrounding gender identity and sexuality and ensure that we operate and make decisions in a way which is in line with our Equal Opportunities policy.

Prejudice or behaviour that serves to undermine gender identity or sexuality is therefore taken very seriously and will be acted upon using the school's relevant policies and procedures.

APPENDIX 23

PEER ON PEER ABUSE

As a school, we recognise that children are capable of abusing their peers. All staff look for signs of potential abuse in line with the national definitions of abuse (Appendix 1) and it will be taken seriously. This form of abuse will not be passed off as 'banter', 'just having a laugh' or 'part of growing up'.

The forms of peer on peer abuse might include:

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery) initiation/hazing type violence and rituals.

APPENDIX 24

DIGITAL IMAGES

The school recognises its duty of care in safeguarding all children and the responsible use of digital images of pupils is key in maintaining this. [The school's e-safety policy gives further information on this topic.]

The school has put in place a number of actions so as to minimise the risk of images of pupils being published in the public domain without prior parent/guardian consent:

- At public events held in school/church, a member of staff will continually reaffirm the importance of parents refraining from taking and then publishing pictures of any pupils, other than their own, online through sharing or social media platforms.
- When members of the press or third parties are in school with explicit prior permission to capture images of children, teachers are to ensure that Looked After Children/Previously Looked After Children in particular are removed from the vicinity in which all photographs are to be taken. In addition, every care will be taken to ensure that *all children without parental consent to be photographed* are also removed so as to minimise the risk of an image being taken. Teachers will not allow children to appear in 'false/test' shots and will remain sensitive to the child's feelings during these occasions when excluded from their peers.
- The school maintains a 'live central register' of pupils who do not have consent to be photographed. This is stored and shared with all staff centrally whom receive notification when it changes. The register is updated annually, or sooner at parental request.
- Visitors to the school environment are informed that they are strictly prohibited from taking photographs of children.
- Pupils are prohibited from taking images of one another in or around school. School policy is that pupils' mobile phones must be handed to the teacher for safe keeping during the school day when taken to/from school.

APPENDIX 25

CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.