



Newnham St Peter's Church of England Primary School and Pre-School

SCHOOL POLICY

Policy name	Child Protection and Safeguarding Policy
Status	Statutory
Review period	Annual
To be read in conjunction with	Behaviour (and Positive Handling) Policy, Anti Bullying and Hate Policy, Safer Recruitment, Whistle-Blowing Staff Code of Conduct, Online Safety, Remote Learning. SEND, Health and Safety (including security), CCTV, attendance, PSHE, RSE, Intimate Care, First Aid Prevent and Children Missing in Education are included in the Child Protection and Safeguarding Policy
Required on website	Yes

Review Progress

	<i>Changes made? Y/N</i>	<i>Name</i>	<i>Date</i>
<i>Stage 1 – Ready for review</i>		<i>AN</i>	<i>31.08.21</i>
<i>Stage 2 - Governor review</i>	<i>Yes – in particular please discuss appendices</i>	<i>Matt Smith</i>	<i>30.10.21</i>
<i>Stage 3 – Completion by HT</i>		<i>Anne Nolan</i>	<i>20.11.21</i>
<i>Stage 4 - Adoption</i>		<i>GB</i>	<i>22.11.21</i>

Related links

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

Governor Lead	Matthew Smith
Designated Safeguarding Lead	Anne Nolan
Deputy Safeguarding Leads	Emily Sophocli, Linda Tetlow, Jo Harris
Prevent Single point of Contact:	Anne Nolan
Named Children in Care Lead	Anne Nolan

1 Introduction

- 1.1 This policy has been developed in accordance with the principles established in the legislation and guidance listed above. The guidance reflects Keeping Children Safe in Education with effect September 2021. We comply fully with this guidance and the arrangements agreed and published by our three local safeguarding partners.
- 1.2 Safeguarding and promoting the welfare of children is defined for the purpose of this document as:

- 1.2.1 Protecting children from maltreatment
 - 1.2.2 Prevent impairment of children's mental health and physical health or development
 - 1.2.3 Ensuring that children grow in circumstances consistent with the provision of safe and effective care
 - 1.2.4 Taking action to enable all children to have the best outcomes
- 1.3 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- 1.4 **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to prevent harm. Appendix 1 explains the different types of abuse.
- 1.5 **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of a child health or development. Appendix 1 defines neglect in more detail.
- 1.6 **Sharing of nudes and semi nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.
- 1.7 Children includes everyone under the age of 18.
- 1.8 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The Governing Board receives training on 'Keeping Children Safe in Education' in the first full board meeting of each new academic year. For this academic year this relates to the September 2021 version.
- 1.9 We recognise that all adults, including temporary staff, parents, regular visitors, volunteers, **contractors** 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 adults should not assume that someone else will act on a safeguarding concern.
- 1.10 The aims of this policy are:
- 1.10.1 To support the child's development in ways that will foster security, confidence, and independence.
 - 1.10.2 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.
 - 1.10.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (See Appendices One and Two).
 - 1.10.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - 1.10.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.10.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

- 1.10.7 To develop and promote effective working relationships with other agencies, especially the Police, Social Care and the Early Help Team.
- 1.4.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a Single Central Record (SCR) is kept for audit.

- 1.11 As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are respect, friendship, forgiveness and perseverance.

2 Governors' responsibility (Safe School, Safe Staff)

- 2.1 We will ensure that all members of the governing body understand and fulfil their responsibilities, namely, to ensure that:
 - 2.1.1 There is a Child Protection policy together with a staff code of conduct and a governor code of conduct policy. The Child Protection policy has been written in line with Local Authority guidance and the requirements of the Gloucestershire Safeguarding Children Executive (GSCE) policies and procedures.
 - 2.1.2 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
 - 2.1.3 The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
 - 2.1.4 The Headteacher has Designated Safeguarding Lead (DSL) responsibility. There will always be cover for this role and someone available.
 - 2.1.5 On appointment, the DSLs undertake inter-agency training and also undertake DSL 'new to role' and an 'update' course every 2 years.
 - 2.1.6 The Deputy Designated Safeguarding Lead (DDSL) has also undertaken the Interagency training.
 - 2.1.7 All other staff have safeguarding training updated as appropriate.
 - 2.1.8 Any weaknesses in Child Protection are remedied immediately.
 - 2.1.9 A member of the Governing Board is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
 - 2.1.10 The school contributes to inter-agency working in line with 'Working Together to Safeguard Children' 2018.
 - 2.1.11 Child Protection policies and procedures are reviewed annually, and the Child Protection and Safeguarding policy is available on the school website or by other means.
 - 2.1.12 The Governing Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Personal Social Health and Economic education (PSHE), PINK safeguarding curriculum, through Relationship and Sex education (RSE) and as part of e-safety curriculum. PSHE subjects will be taught where appropriate

following the principles of keeping children safe and prepare children for the world they are growing up in. The content should always be age appropriate.

- 2.2 The Lead DSL is Anne Nolan, Head teacher. The Deputy Designated Safeguarding Leads are Emily Sophocli, Linda Tetlow and Jo Harris. Additional Officers will undertake 'DSL new to role' training followed by biannual updates as the school requires these new officers. At least one of the DSL or Deputy DSLs is always available to discuss concerns. If for any reason none are available, action should not be delayed and should be taken in line with this policy and the referenced guidance.
- 2.3 All new members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack:
 - 2.3.1 Safeguarding and Child Protection policy
 - 2.3.2 Behaviour policy
 - 2.3.3 Staff Code of Conduct
 - 2.3.4 Safeguarding response to children who go missing from education
 - 2.3.5 The role of DSLs and DDSs including their identity
 - 2.3.6 Keeping Children Safe in Education Part 1 with effect September 2021
- 2.4 All members of staff are trained in and receive regular updates in child protection, e-safety and reporting concerns. Staff are given training in how to use MyConcern (an online reporting system). All staff are required to read Keeping Children Safe in Education Part 1 annually.
 - 2.4.1 Staff training records are maintained by the School Business Manager.
 - 2.4.2 Governors had child protection awareness training in May 201 and abuse.
 - 2.4.3 All Governor training records are maintained by the Clerk to Governors.
 - 2.4.4 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse. Adults without an up-to-date DBS do not work unsupervised with children.
 - 2.4.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.
 - 2.4.6 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
 - 2.4.7 We will ensure that child protection concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation.
 - 2.4.8 Our procedures will be regularly reviewed and updated.
 - 2.4.9 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school.
 - 2.4.10 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it (free of charge) via the school website.

- 2.4.11 The premises are kept secure with entry being made through the front door which is locked at all times (with a key code), except at start and end of the school day when other doors are manned by staff.
- 2.4.12 The pedestrian gates and car park gates are closed (playground gates are padlocked) after school starts and then reopened and relocked at collection times.
- 2.4.13 Parents who enter the school premises at drop off and collection times are supervised by staff.
- 2.4.14 All visitors are signed in and out of the school and wear a visitor's badge at all times.

3 Equality Statement

- 3.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
- 3.2 We give special consideration to children who:
 - 3.2.1 Have special educational needs or disabilities
 - 3.2.2 Are young carers
 - 3.2.3 May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - 3.2.4 Have English as an additional language
 - 3.2.5 Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - 3.2.6 Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - 3.2.7 Are asylum seekers
 - 3.2.8 Are at risk due to their own or a family member's mental health needs
 - 3.2.9 Are looked after or previously looked after
 - 3.2.10 Are missing from education
 - 3.2.11 Whose parent / carer has expressed an intention to remove them from school to be home educated

4 Safer Recruitment

- 4.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Board will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' with effect September 2020.
- 4.2 At Newnham St Peter's Primary School, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references from a senior person with appropriate authority prior to interview where possible. References are sought from the most recent employer and the most recent educational setting.

Electronic references are checked that they are from a legitimate source. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. All governors are subject to a DBS check and a section 128 check. People who are subject to a section 128 order are disqualified from becoming governors.

- 4.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements, including Section 128. All ID is checked, and copies kept in personnel files. DBS/list 99 checks are run for all staff and volunteers who work in school and checks that will recognise the range of orders which may prevent a person from carrying out teaching work. Qualifications are inspected, verified and recorded.
- 4.4 Alternative Provision: The school acknowledges that it is the responsibility of the school to continue safeguarding pupils who have been placed in alternative provision. The school should be satisfied that the provider meets the needs of the pupil and will obtain written confirmation from the alternative provider that the appropriate safeguarding checks have been carried out on the individuals working at the setting.

5 Responsibilities

Role	Name	Contact Details
Designated Safeguarding Lead	Anne Nolan	Newnham St Peter's Primary School head@newnham-st-peter.gloucs.sch.uk
Deputy Designated Safeguarding lead	Emily Sophocli Linda Tetlow Jo Harris	Newnham St Peter's Primary School esophocli@newnham-st-peter.gloucs.sch.uk admin@newnham-st-peter.gloucs.sch.uk jharris@newnham-st-peter,gloucs.sch.uk
Named Safeguarding Governor	Matthew Smith	Newnham St Peter's Primary School chair@newnham-st-peter.gloucs.sch.uk
Chair of Governors	Matthew Smith	Newnham St Peter's Primary School chair@newnham-st-peter.gloucs.sch.uk

- 5.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities
- 5.2 All Staff
- 5.2.1 Staff who work directly with children are expected to read at least Part 1 of Keeping Children Safe in Education (2021). All staff will read and understand Part 1 and Annex B of the Department for Education's statutory guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff will sign declaration at the beginning of each year to say that they have reviewed the guidance.
- 5.2.2 All staff will be aware of:
- 5.2.2.1 Our systems which support safeguarding, including this child protection and

safeguarding policy, the staff behaviour policy/ code of conduct, the role and identity of the designated safeguarding lead and deputies, the behaviour policy, online safety policy: and the safeguarding response.

- 5.2.2.2 The early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- 5.2.2.3 The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- 5.2.2.4 What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM , and how to maintain an appropriate level of confidentiality when liaising with relevant professionals.
- 5.2.2.5 The signs of specific types of abuse and neglect, as well as specific safeguarding issues, such as peer on peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators or being at risk or involved with serious violent crime, FGM and radicalisation.
- 5.2.2.6 The importance of reassuring children that they are being taken seriously and that they will be supported and kept safe.

5.3 The designated DSL is responsible for:

- 5.3.1 Child protection and wider safeguarding in the school, and is a member of the senior leadership team
- 5.3.2 Referring a child if there are concerns about possible abuse to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made to the 'Front Door' for Children's services by completing a MARF on the Liquid Logic Portal having made reference to the levels of intervention document.
- 5.3.3 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 5.3.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records using MyConcern.
- 5.3.5 Liaising with/overseeing the liaising with, other agencies and professionals.
- 5.3.6 Ensuring that either they or the Deputy DSL attend case conferences, core groups or other multiagency planning meetings, contribute to assessments, and provide a report which has previously been shared with parents.
- 5.3.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 5.3.8 Organising child protection induction and update training every three years for all school staff and regular volunteers.
- 5.3.9 Providing regular child protection updates.

- 5.3.10 Providing, as part of the Headteacher's Report for the Governing Body, details of any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with a child protection plan (anonymised) as the need arises.
- 5.3.11 Ensuring that we are aware of the fact that experiences of abuse, neglect, and complex family circumstances can leave children vulnerable to further harm, as well as creating barriers to attendance, learning behaviour, and mental health.
- 5.3.12 The DSL and deputy should liaise with safeguarding partners and work with other agencies in line with '*Working Together to Safeguard Children*'. The NSPCC have produced a document to support DSLs with when to call the police. This has been shared with all those on the Newnham St. Peter's Primary School safeguarding team. (The Publication scheme and the materials it covers will be readily available from the Headteacher's office. It will also be published on our website at: <https://www.newnhamstpetersschool.org.uk/>)
- 5.4 The Headteacher is responsible for
 - 5.4.1 Identifying members of staff to be the Designated Safeguarding Lead and Deputy DSL and to ensure there is always cover for the role.
 - 5.4.2 Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
 - 5.4.3 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
 - 5.4.4 Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.
 - 5.4.5 Appointing an investigating officer in the event of a safeguarding investigation
 - 5.4.6 Ensuring that the DSL is part of the Senior Leadership Team.
- 5.5 The governing board will:
 - 5.5.1 Facilitate a whole school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
 - 5.5.2 Evaluate and approve this policy at each review, ensuring that it complies with the law, and hold the Headteacher to account for its implementation.
 - 5.5.3 Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
 - 5.5.4 The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher where appropriate (see appendix 3).
 - 5.5.5 All governors will read Keeping Children Safe in Education in its entirety.

6 Confidentiality

- 6.1 Whilst we acknowledge that all information gained by school is confidential, we will ensure that all information is shared with the appropriate bodies and other agencies as below.

- 6.1.1 Timely information sharing is essential to effective safeguarding.
- 6.1.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- 6.1.3 The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe.
- 6.1.4 For special category personal data, the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or to gain consent would put a child at risk.
- 6.1.5 Staff should never promise to tell a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- 6.1.6 The government's information sharing advice for safeguarding practitioners contains 7 'golden rules' for sharing information, and will help staff who have to make decisions about sharing information.
- 6.1.7 If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy).
- 6.1.8 Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.
- 6.1.9 We recognise that all matters relating to child protection are confidential.
- 6.1.10 The Headteacher or DDSs will disclose any information about a child to other members of staff on a need to know basis only.
- 6.1.11 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.1.12 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 the Forest of Dean Referral and Assessment Team.

7 Supporting children

- 7.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 7.2 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.
- 7.3 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.
- 7.4 Our school will support all children by:
 - 7.4.1 Following a well-planned PSHE curriculum with opportunities to teach safeguarding
 - 7.4.2 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 7.4.3 Promoting a caring, safe and positive environment within the school with the

inclusion of individual work carried out by our Family Support Worker.

- 7.4.4 Liaising and working together with all other support services (including Early help) and those agencies involved in the safeguarding of children.
- 7.4.5 Notifying Social Care as soon as there is a significant concern.
- 7.4.6 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.

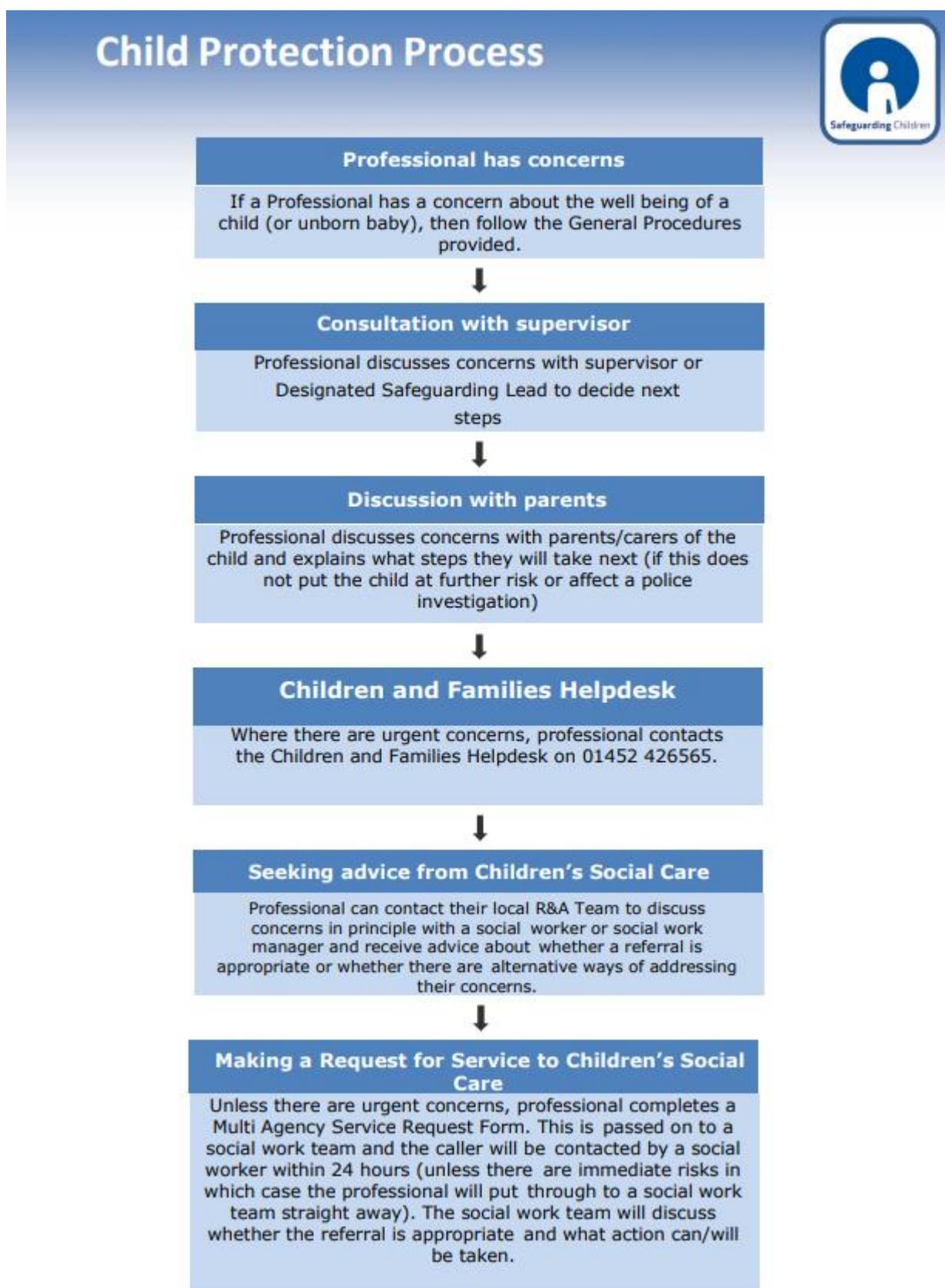
8 Procedures for Managing Concerns and Reporting

- 8.1 Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Signs of abuse are in the appendix to this policy. Please note - in this, and subsequent sections you should take any reference to the DSL to mean the DSL or deputy DSL.
- 8.2 Newnham St. Peter's Primary School adheres to child protection procedures that have been agreed locally through the Gloucestershire Children's Safeguarding Executive (GCSE).
- 8.3 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 8.4 **ALL** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and /or can occur between children outside of school/. **All** staff but especially the DSL/DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra –familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 8.5 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy and using the agreed reporting procedures including MyConcern to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. Supporting the child may mean an Offer of Early Help.
- 8.6 It is *not* the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. They should not assume that someone else will take action and should share information that might safeguard a child.
- 8.7 The DSL/DDSL should be used as the point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives

a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the DDSL. In the absence of either, the matter should be brought to the attention of the most senior member of staff. **If at any point there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral.**

- 8.8 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented using MyConcern.
- 8.9 All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the schools' safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
- 8.10 All referrals will be made in line with Gloucestershire Children's Services procedures as outlined on the next page:

8.11 Any member of staff who does not feel that concerns about a child have been responded



to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff

does not feel the situation has been addressed appropriately, at this point they should contact Children's Services directly with their concerns in order to escalate.

- 8.12 Any information recorded will be kept in a separate named file (for old information) in a secure cabinet and not with the child's academic file or from 2018 on MyConcern. These files will be the responsibility of the DSL. All our safeguarding files will include a chronology and will record significant events in the child's life. Records of concern, copies of referrals, initiations to child protection conferences, core groups and reports will be stored here.
- 8.13 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- 8.14 Documentation on any sexual abuse cases is never destroyed.

9 Gloucestershire Encompass Model

- 9.1 As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model. Operation Encompass operates to help Police and Schools work together to provide emotional and practical help to children. It is run in partnership with Gloucestershire County Council, Gloucestershire Safeguarding Children Executive (GSCE) and Gloucestershire Police, and aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is very distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.
- 9.2 As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to our nominated school staff. This will ensure that our school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to. Gloucestershire Encompass School Pathway is shown at Appendix 8.
- 9.3 In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:
- 9.3.1 Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
 - 9.3.2 Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
 - 9.3.3** Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

10 Working with Parents and Carers

- 10.1 Newnham St. Peter's Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 10.2 When new pupils join our school, Parents and carers will be informed that we have a Child Protection and Safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist

our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

- 10.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 10.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 10.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
 - 10.5.1 Full names and contact details of all adults with whom the child normally lives;
 - 10.5.2 Full names and contact details of all persons with parental responsibility (if different from above);
 - 10.5.3 At least two additional emergency contact details;
 - 10.5.4 Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
 - 10.5.5 The name and contact details for the child's GP.
- 10.6 The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.
- 10.7 Where appropriate we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
- 10.8 Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
- 10.9 If we believe that notifying parents or carers would increase the risk to a child we will discuss this with the local authority children's social care team before doing so.
- 10.10 In the case of allegations of abuse made against other children, we will normally notify parents or carers of all the children involved.

11 Supporting Staff

- 11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 11.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

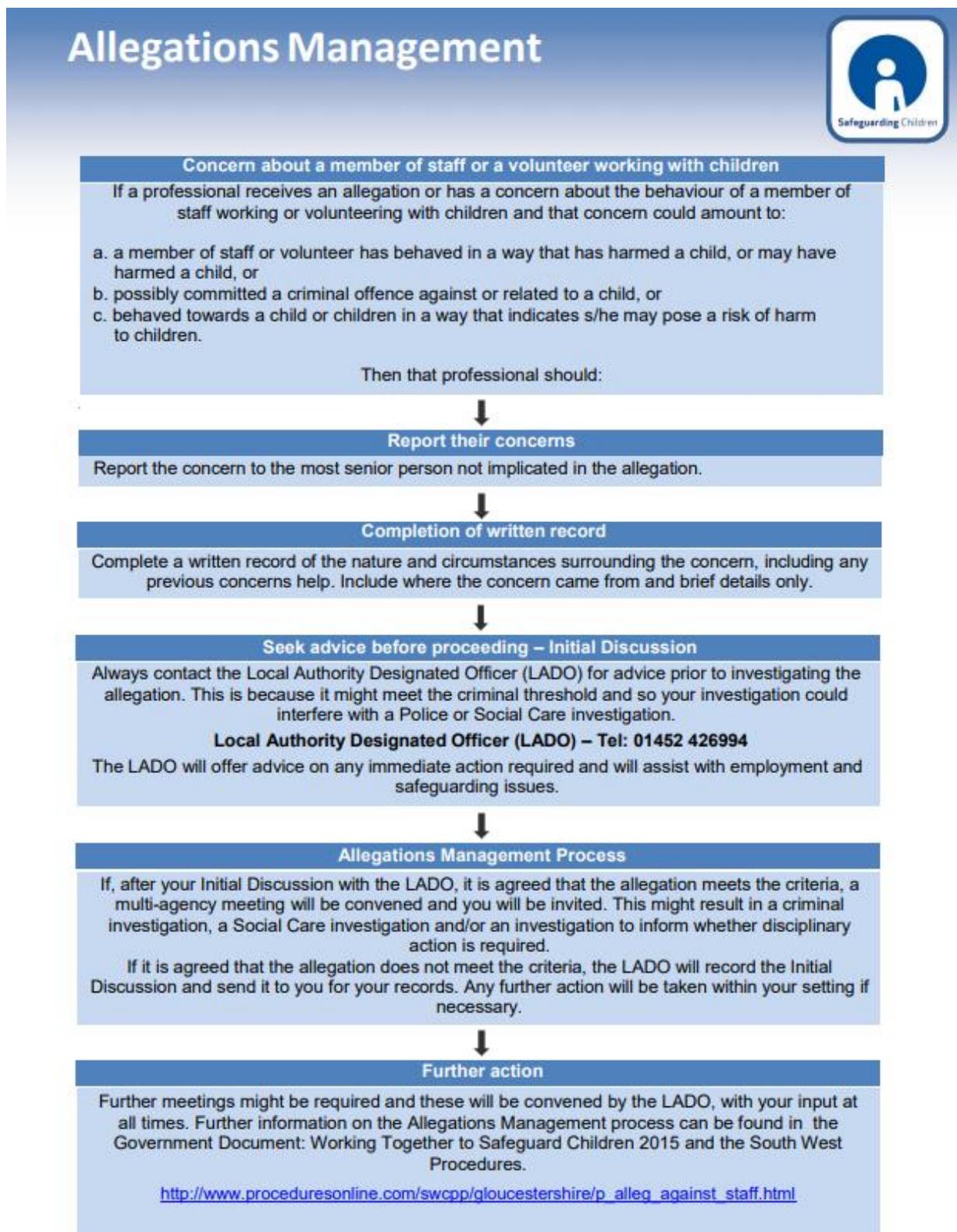
12 Allegations against staff

- 12.1 If you have concerns about a member of staff (including a supply teacher, volunteer or contractor) posing risk of harm to children, speak to the headteacher as soon as possible. If the concerns/ allegations are about the headteacher speak to the chair of governors.
- 12.2 Where you believe there is conflict of interest in reporting a concern or allegation about

a member of staff (including supply teacher, volunteer or contractor) to the headteacher, report it directly to the Local authority designated officer (LADO).

- 12.3 All 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 and volunteers are expected to carry out their work in accordance with 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' DfE (2018). Failure to do so could lead to disciplinary action.
- 12.4 All staff should be aware of the school's own Behaviour policy.
- 12.5 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. Refer to Appendix 7 for our policy on mobile phones
- 12.6 We understand that a pupil may make an allegation against a member of staff.
- 12.7 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. On all such occasions the Headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO) who is Nigel Hatten, GSCE, Tel: 01452 426994.
- 12.8 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 with the LADO, without notifying the Headteacher first. Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly.
- 12.9 The school will follow the Gloucestershire procedures for managing allegations against staff. A flowchart of the Allegations Management procedure is on the next page. The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

- 12.10 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 HR in making this decision.



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

12.12 If the allegation is unfounded, it means there is evidence to show that the alleged event did not happen.

12.13 The school recognises the need to support members of staff in this position

12.14 Whistle-blowing

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

12.14.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, including supply staff or volunteers. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following our Whistleblowing Policy.

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

12.14.4 There is a separate Whistleblowing policy which is updated annually.

13 Special Educational Needs and/or Disabilities (SEND)

13.1 The school recognises that pupils with SEND can have potential abuse put down to their needs, may be more prone to peer isolation than other children, and could have communication difficulties. Extra pastoral support is offered for children with SEND.

14 Additional Needs

14.1 Learning disability of parent or carer

14.1.1 If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

15 Physical Intervention/Restraint

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

15.2 Such events should be recorded and signed by a witness.

15.3 Parents will be informed if physical intervention has been used.

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

15.5 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.

- 15.6 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance (according to Safer Working Practice for those working with children and young people in education settings October 2018) to ensure they are clear about their professional boundaries.

16 Harassment and Discrimination – Bullying and Racist Incidents

- 16.1 Our school has an inclusive ethos where harassment and discrimination are not tolerated and are dealt with swiftly and firmly in line with policy.
- 16.2 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, peer on peer, homophobic, and gender related bullying. We keep a record of bullying incidents which are recorded on MyConcern. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
- 16.3 Our school 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.

17 Hate Crime

- 17.1 A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014). If a criminal offence has been committed the Incident becomes a Hate Crime.
- 17.2 Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, e.g. homeless.
- 17.3 It is recognised that Hate Incidents/Crimes can have a greater impact on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.
- 17.4 We have clear guidelines and procedures for recording and reporting of hate incidents/crimes. Hate Crimes are reported to Gloucestershire Police via the most appropriate method:
- 17.4.1 Contact School Beat Office
- 17.4.2 Submit report online at www.gloucestershire.police.uk (follow link on webpage) if it is not an emergency or phone 101.
- 17.4.3 Send an email to hatecrime@gloucestershire.police.uk (if not an emergency)
- 17.4.4 Phone 999 if it is an emergency.
- 17.5 We keep a record of all Hate Crimes including the date and time, persons involved, details of the Hate Crime and any witnesses.
- 17.6 Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 www.victmsupport.org.uk).

- 17.7 Our school may deem it appropriate to take a restorative approach when dealing with Hate Crime incidents to modify behaviours and support both the victims and perpetrators. Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542; www.restorativegloucestershire.co.uk)

18 Protecting Children from Violent Extremism and Radicalisation

- 18.1 At Newnham St Peter's Primary School there is no place for extremists, including expression of extremist views, vocal or active, which are opposed to fundamental British values. The staff and governors seek to protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and British values of tolerance, democracy, liberty and rule of law. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 18.2 Newnham St. Peter's Primary School embraces The Government's National Prevent strategy. All staff have received Prevent Duty training (please refer to our Prevent Policy).
- 18.3 Newnham St. Peter's Primary School embraces The Government's National Prevent strategy which aims to:
- 18.3.1 *Stop people from becoming terrorists or supporting terrorism.*
 - 18.3.2 *This is supported by three specific objectives:*
 - 18.3.2.1 *Respond to the ideological challenge of terrorism and the threat we face from those who promote it.*
 - 18.3.2.2 *Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals).*
 - 18.3.2.3 *Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation.*

19 Serious Violence

- 19.1 The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime.
- 19.2 The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors
- 19.3 The main areas that the Serious Violence Strategy focuses on are:
- 19.3.1 tackling county lines
 - 19.3.2 early intervention and prevention
 - 19.3.3 supporting communities and local partnerships
 - 19.3.4 effective law enforcement and the criminal justice response.
- 19.4 Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, staff should be able to intervene as early as possible to help reduce the risk factors and increase the protective factor

19.5 “All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. This may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

20 Upskirting

20.1 The criminal offence of ‘upskirting’ was created under the Voyeurism Act when it received Royal Assent in February 2019. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register.

20.2 Upskirting is a form of sexual harassment that normally involves taking a picture under a person’s clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. ‘Upskirting’ is a criminal offence. Staff are familiar with the term and are aware of the implications of the practice with the whole school community.

21 Honour-Based Abuse and Forced Marriage

21.1 FGM and Forced Marriage are examples of Honour-based abuse. "Honour Based Abuse (HBA), constitutes an array of criminal offences including Forced Marriage, and are serious violations of human rights, often affecting young, vulnerable girls and women.

21.2 Staff are trained to identify and understand HBA in order to improve our outlook to appreciate the real difficulties victims find themselves in, alienated by those who are supposed to care for them.

21.3 What is the difference between a forced marriage and an arranged marriage?

21.3.1 In a forced marriage, one or both spouses do not consent to the marriage, but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

21.4 Honour-based abuse can be a trigger for a forced marriage. In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple.

22 Peer on Peer Abuse

22.1 Staff recognise that children are capable of abusing their peers. The Governing Body ensures that procedures from the behaviour and/or Child Protection and Safeguarding policies are implemented to minimise the risk of child-on-child abuse and sets out how allegations of peer-on-peer abuse will be investigated and dealt with. Child-on-child abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, physical abuse, sexting and initiation/hazing type violence and rituals. The school makes it clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

- 22.2 The school refers to guidance on Violence and Sexual Harassment between Children in Schools and Colleges (DfE-00155-2018).

23 Sexting

- 23.1 Sexting refers to someone sending sexual, naked or semi-naked images or videos of themselves or others, or sending sexually explicit messages. Sexting can happen on any electronic device that allows sharing of media and messages including smartphones, tablets, laptops or mobiles. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.
- 23.2 The school ensures that procedures from the Behaviour and/or Child Protection and Safeguarding policies are followed as appropriate.

24 Domestic Violence

- 24.1 Domestic violence is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional. All staff are aware of the significant impact that domestic abuse can have on a child. All children can witness and be adversely affected by domestic abuse in the context of their home life when domestic abuse occurs between family members.
- 24.2 For advice, please see: (GDASS) www.gdass.org.uk www.gov.uk/guidance/domestic-violence-and-abuse
- 24.3 Refuge runs the national Abuse helpline which can be called free of charge and in confidence 24 hours a day 0808 2000 247. Its website also provides guidance and support for potential victims.
- 24.4 **Drug or alcohol misuse**
- 24.4.1 Misuse of drugs or alcohol may impact on parenting capacity and being able to protect a child from harm and increases the risk of neglect. The child's safety may also be compromised in other ways.
- 24.4.2 Parental substance misuse is not always the only issue within a household - domestic violence and mental health problems may exist alongside substance misuse. Substance misuse may often be a coping strategy for experiences of domestic abuse.
- 24.4.3 The impact of substance misuse on children can be reduced when information is effectively shared across agencies. Collaboration between professionals is essential in safeguarding children and young people. The DSL works closely with other agencies when sharing relevant information.

25 Female Genital Mutilation (FGM)

- 25.1 At Newnham St. Peter's Primary School, we believe that all our pupils should be kept safe from harm. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.
- 25.2 Key staff have received training in FGM. Staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM (see Appendix 1).

26 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

26.1 'Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some case the abuse will be in exchange for something the victim needs or wants and /or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place on line.

26.2 A list of common signs is included in Appendix 1.

27 Online safety

27.1 We use a range of technology in school including laptops and tablets. Our school takes internet safety very seriously and monitors internet use in school rigorously and thoroughly. School computers and tablets are subject to the school's data protection security procedures, firewalls and suitability screening. Our E-safety policy and guidelines when using social media is set out in a separate document.

27.2 Internet safety and rules are shared with staff and school users during the induction process and information about internet safety is on the school website.

27.3 We recognize the importance of safeguarding children from potential harm and inappropriate material online, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

27.4 To address this our school aims to:

27.4.1 Have robust procedures in place to ensure the online safety of pupils, staff, volunteers and governors

27.4.2 Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as mobile phones)

27.4.3 Set clear guidelines for the use of mobile phones for the whole school community

27.4.4 Establish clear mechanisms to identify, intervene and escalate any incidents or concerns where appropriate

27.5 Our approach to online safety is based on addressing the follow four categories of risk:

27.5.1 Content: being exposed to illegal, inappropriate or harmful content such as

- pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- 27.5.2 Contact: being subject to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- 27.5.3 Conduct: personal online behavior that increases the likelihood of, or causes harm, such as making: sending or receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and / or pornography) sharing other explicit images and online bullying
- 27.5.4 Commerce: risks such as online gambling, inappropriate advertising, phishing and /or financial scams.
- 27.6 To meet our aims and address the above risks we will:
- 27.6.1 Educate pupils about online safety as part of our curriculum. For example:
- 27.6.1.1 The safe use of social media, the internet and technology
- 27.6.1.2 Keeping personal information private
- 27.6.1.3 How to recognize unacceptable behaviour online
- 27.6.1.4 How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness as well as a victim.
- 27.7 Train staff as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risk of online radicalization. All staff will receive refresher training at least once each academic year.
- 27.8 Educate parents/ carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedure with them so they know how to raise concerns about online safety.
- 27.9 Make sure staff are aware of any restrictions that are placed on them with regards to the use of their mobile phone and cameras, for example that:
- 27.9.1 Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- 27.9.2 Staff will not take pictures or recordings of pupils on their personal phones or cameras
- 27.10 Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- 27.11 Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- 27.12 Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- 27.13 Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

27.14 Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

28.1 This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy, which you can find on our website.

28 Children in Care (CIC)

28.1 Newnham St Peter's Primary School has high aspirations for all Children in Care and takes its role as corporate parent very seriously by providing high quality and integrated support for each child.

28.2 The school ensures that it is well informed by high-quality information and data about the child which is shared with members of staff working with the child. We track the progress and achievements of CIC children very closely to ensure they are making good progress.

28.3 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

28.3.1 Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

28.3.2 The DSL has details of children's social workers and relevant virtual school heads

28.4 We have an appointed designated teacher, Anne Nolan who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

28.5 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

28.6 As part of their role, the designated teacher will:

28.6.1 Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

28.6.2 Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

28.7 Private Fostering

28.7.1 A private fostering arrangement is essentially:

- 28.7.1.1 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);
 - 28.7.1.2 By someone other than a parent or close relative;
 - 28.7.1.3 With the intention that it should last for 28 days or more.
- 28.7.2 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.
- 28.7.3 Reasons for private fostering can include:
- 28.7.3.1 Asylum seeking and refugee children
 - 28.7.3.2 Trafficked children
 - 28.7.3.3 Local children living apart from their families, perhaps because the family has broken down.
 - 28.7.3.4 Adolescents estranged from their parent
 - 28.7.3.5 Back door adoptions
- 28.7.4 Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. The key is knowing the arrangements exist and ensuring that an assessment of the private fostering arrangements which include safeguarding checks has been undertaken by Social Care. If you think a child in the educational setting is being privately fostered, the Designated person should make a referral to the Children and Families Helpdesk – 01452 426565.

29 Mental Health

- 29.1 Newnham St Peter's Primary School 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. Only trained professionals should make a diagnosis of a mental health problem. However, school staff are well placed to observe children on a day-to-day basis and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of suffering abuse, neglect or exploitation.
- 29.2 Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact on children and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- 29.3 Staff at Newnham St Peter's Primary School should take action on any mental health concerns that are also safeguarding concerns following the school's child protection policy and speaking with the DSL or Deputy.
- 29.4 The DfE has published advice and guidance on Preventing and Tackling Bullying and Mental Health and Behaviour in Schools for staff to use as support where necessary.

30 Children Missing from Education (CME)

- 30.1 Newnham St Peter's Primary School has an attendance policy which is set out in a separate document. Our school recognises that children who go missing from education are a risk group. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child

Newnham St Peter's Church of England Primary School and Pre-School Child Protection and Safeguarding Policy
criminal exploitation including involvement in county lines.

- 30.2 Anyone concerned that a child is missing education can make a referral to the Access to Education Team at Gloucestershire County Council (Refer to Appendix 2).
- 30.3 **Children Missing Education (CME)** refers to 'any child of compulsory school age who is **not** registered at any formally approved education activity e.g. school, alternative provision, elective home education, **and** has been out of education provision for at least 4 weeks'.
- 30.4 **CME** also includes those children who are **missing** (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**:
- 30.4.1 Has not taken up an allocated school place as expected, or
 - 30.4.2 Has 10 or more days of continuous absence from school without explanation, or
 - 30.4.3 Left school suddenly and the destination is unknown.
- 30.5 The school has set procedures in the event of a child going missing during the school day and for those who are not collected at the end of the day.

31 Intimate Care

- 31.1 Newnham St Peter's Primary School has an Intimate Care policy and procedures for staff to follow which is set out in a separate document. Staff are made aware of our policy during the induction process. Intimate care plans are completed for all school aged children requiring care; these are shared with parents and carers and adapted as circumstances change. EYFS staff work with parents and carers towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. Intimate care procedures are only carried out by staff with a DBS.

32 First Aid and Medical

- 32.1 The school has well qualified First Aid staff on duty during school opening hours. The names of First Aiders are displayed in the school.
- 32.2 Members of staff administer medicines according to policy and instructions completed by the parent or carer.
- 32.3 Children with medical needs have an individual health care plan.

33 Prevention and Supervision

- 33.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 33.2 The school community will therefore ensure that supervision provides opportunities for staff to discuss any issues, particularly concerning children's development or well-being, and identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness.
- 33.3 Write, publish and maintain a statement of an offer of early help, in order to provide early intervention should a matter of safeguarding or child protection be raised by a member of the school or wider school community.

- 33.4 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 33.5 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, participation in the online pupil survey, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- 33.6 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 33.7 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- 33.8 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.
- 33.9 Ensure staff have regular opportunities to disclose if there are any reasons their DBS should be resubmitted.

34 Health and Safety

- 34.1 Our Health & Safety policy, sets out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school undertaking school trips and visits. Risk assessments are carried out for every visit, checked with the Headteacher and shared with staff and adults participating in offsite visits.

35 Monitoring and Evaluation

- 35.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:
 - 35.1.1 Governing Body/ Specific Safeguarding Governor visits to the school
 - 35.1.2 Head Teacher 'drop ins' and discussions with children and staff
 - 35.1.3 Pupil surveys and questionnaires
 - 35.1.4 Scrutiny of Attendance data
 - 35.1.5 Scrutiny of range of risk assessments
 - 35.1.6 Scrutiny of GB minutes
 - 35.1.7 Logs of bullying/racist/behaviour incidents for Head Teacher and GB to monitor
 - 35.1.8 Review of parental concerns and parent questionnaires
 - 35.1.9 Completing on the Annual Section 175 Safeguarding Audit

Appendices:

1. Recognising signs of abuse
2. Children missing in education
3. Supporting children – offer of early help
4. Prevent duty policy
5. Uncollected child policy
6. Missing child policy
7. Mobile phones and electronic photos
8. Gloucestershire Encompass School pathway
9. DSL Job Description

1. Recognising signs of abuse

1.1. Categories of abuse

- 1.1.1. Physical abuse
- 1.1.2. Emotional abuse (including domestic abuse)
- 1.1.3. Sexual Abuse
- 1.1.4. Neglect

1.2. Signs of abuse in children

1.2.1. The following non-specific signs may indicate something is wrong

- 1.2.1.1. Significant change in behaviour
- 1.2.1.2. Extreme anger or sadness
- 1.2.1.3. Aggressive and attention-seeking behaviour
- 1.2.1.4. Suspicious bruises with unsatisfactory explanations
- 1.2.1.5. Lack of self-esteem
- 1.2.1.6. Self-injury
- 1.2.1.7. Depression
- 1.2.1.8. Age-inappropriate sexual behaviour
- 1.2.1.9. Child Sexual Exploitation

1.3. Risk indicators

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

- 1.3.1.1. Must be regarded as indicators of the possibility of significant harm
- 1.3.1.2. 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

1.3.1.3. May require consolation with and/or referral to Children's Services

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

1.3.3. In an abusive relationship the child may

1.3.3.1. Appear frightened of the parent/s

1.3.3.2. Act in a way that is inappropriate to their age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

1.4. The parent or carer may:

1.4.1. Persistently avoid child health promotion services and treatment of the child's episodic illness

1.4.2. Fabricates the symptoms of, or deliberately induces illness in a child

1.4.3. Have unrealistic expectations of the child

1.4.4. Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

1.4.5. Be absent

1.4.6. Misusing substances

1.4.7. Persistently refuse to allow access on home visits

1.4.8. Be involved in domestic abuse

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

1.6. Risk Factors

1.6.1. Children and the Court System

1.6.2. Children missing in education

1.6.3. Children with family members in prison

1.6.4. Child sexual exploitation

1.6.5. Child criminal exploitation – County Lines (dangerous drug networks)

1.6.6. Domestic abuse

1.6.7. Homelessness

1.6.8. Honour-based violence

1.6.9. Radicalisation

1.6.10. Peer on peer abuse

1.6.11. Sexual violence and sexual harassment between children

1.7. Recognising physical abuse

1.7.1. The following are regarded as indicators of concern

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

1.8. Bruising

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

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

1.9. Bite marks

1.9.1. Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to be caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

1.10. Burns and scalds

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

- 1.10.1.1. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- 1.10.1.2. Linear burns from hot metal rods or electrical fire elements
- 1.10.1.3. Burns of uniform depth over a large area

1.10.1.4. Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of their own accord will struggle to get out and cause splash marks)

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

1.10.2. Scalds of 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

1.11. Fractures

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

1.11.2. Non-mobile children rarely sustain fractures. There are grounds for concern if

1.11.2.1. The history provided is vague, non-existent, or inconsistent with the fracture type

1.11.2.2. There are associated old fractures

1.11.2.3. Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain, or loss of movement

1.11.2.4. There is an unexplained fracture in first year of life

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

1.13. Recognising emotional abuse

1.13.1. 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.

1.13.2. The indicators of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse

1.13.2.1. Developmental delay

1.13.2.2. Abnormal attachment between a child and parent/carer (e.g. anxious, indiscriminate or no attachment)

1.13.2.3. Aggressive behaviour towards others

1.13.2.4. Scape-goated within the family

1.13.2.5. Frozen watchfulness, particularly in pre-school children

1.13.2.6. Low self-esteem and lack of confidence

1.13.2.7. Withdrawn or seen as a "loner" – difficulty relating to others

1.14. Recognising signs of sexual abuse

1.14.1. 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

1.14.2. 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

1.14.3. Some behavioural indicators associated with this type of abuse are

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

1.14.4. Some physical indicators associated with this form of abuse are

- 1.14.4.1. Pain or itching of the genital area
- 1.14.4.2. Blood on underclothes
- 1.14.4.3. Pregnancy in younger girls where the identity of the father is not been disclosed
- 1.14.4.4. 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

1.14.5. Sexual abuse by young people

- 1.14.5.1. 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 behaviours such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- 1.14.5.2. 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 the seeking of consent.
- 1.14.5.3. Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has in 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.
- 1.14.5.4. If an act appears 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.
- 1.14.5.5. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one partner relies on an unequal power base

1.14.6. Assessment

- 1.14.6.1. 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

1.14.6.1.1. Equality – consider differentials of physical, cognitive and emotional development power and control and authority, passive and assertive tendencies

1.14.6.1.2. Consent – agreement, including the following

1.14.6.1.2.1. An understanding that is proposed based in age, maturity, developmental level, functioning and experience

1.14.6.1.2.2. Knowledge of society's standards for what is being proposed

1.14.6.1.2.3. Awareness of potential consequences and alternatives

1.14.6.1.2.4. Assumption that agreements or disagreements will be respected equally

1.14.6.1.2.5. Voluntary decision

1.14.6.1.2.6. Mental competence

1.14.6.1.2.7. 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.

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

1.15. Recognising neglect

1.15.1. We use the GSCB Neglect toolkit to help monitor neglect and use the indicators to support decision making.

1.15.2. There are three overarching types of neglect that may be experienced by children and young people (Jones. R, 2016) – passive, chaotic and active; these types are explained at the back of the toolkit

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

1.15.3.1. Failure by parents to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

1.15.3.2. A child seen to be listless, apathetic and irresponsible with no apparent medical cause

1.15.3.3. Failure of child to grow within normal expected patters, with accompanying weight loss

1.15.3.4. Child thrives away from home environment

1.15.3.5. Child frequently absent from school

1.15.3.6. Child left with adults who are intoxicated or violent

1.15.3.7. Child abandoned or left alone for excessive periods

1.16. Child Sexual Exploitation (CSE)

1.16.1. This is the Government definition of CSE (February 2017): "CSE is a form of sexual child abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs/wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child exploitation does not always

involve physical contact it can occur through the use of technology.'

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

- 1.16.2.1. Underage sexual activity
- 1.16.2.2. Inappropriate sexual or sexualised behaviour
- 1.16.2.3. Sexually risky behaviour, 'swapping' sex
- 1.16.2.4. Repeated sexually transmitted infections
- 1.16.2.5. In girls, repeat pregnancy, abortions, miscarriage
- 1.16.2.6. Receiving unexplained gifts or gifts from unknown sources
- 1.16.2.7. Having multiple mobile phones and worrying about losing contact via mobile phone
- 1.16.2.8. Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- 1.16.2.9. Changes in the way they dress
- 1.16.2.10. Going to hotels or other unusual locations to meet friends
- 1.16.2.11. Seen at known places of concern
- 1.16.2.12. Moving around the country, appearing in new towns or cities, not knowing where they are
- 1.16.2.13. Getting in/out different cars driven by unknown adults
- 1.16.2.14. Having older boyfriends/girlfriends
- 1.16.2.15. Contact with known perpetrators
- 1.16.2.16. Involved in abusive relationships, intimidated and fearful of certain situations or people
- 1.16.2.17. Hanging out with groups of older people, or anti-social groups of, or with other vulnerable peers
- 1.16.2.18. Associating with other young people involved in sexual exploitation
- 1.16.2.19. Recruiting other young people to exploitive situations
- 1.16.2.20. Truancy, exclusion, disengagement with school, opting out of education altogether
- 1.16.2.21. Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- 1.16.2.22. Mood swings, volatile behaviour, emotional distress
- 1.16.2.23. Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- 1.16.2.24. Drug or alcohol misuse
- 1.16.2.25. Getting involved in crime
- 1.16.2.26. Police involvement, police records
- 1.16.2.27. Involved in gangs, gang fights, gang membership
- 1.16.2.28. Injuries from physical assault, physical restraint, sexual assault

1.17. Peer to peer abuse

1.17.1. Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside

- 1.17.2. Peer-on-peer abuse is most likely to include, but may not be limited to:
- 1.17.2.1. Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
 - 1.17.2.2. Abuse in intimate personal relationships between peers
 - 1.17.2.3. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - 1.17.2.4. Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - 1.17.2.5. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - 1.17.2.6. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - 1.17.2.7. Consensual and non-consensual sharing of nudes and semi nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - 1.17.2.8. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - 1.17.2.9. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

1.18. Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

1.19. If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

1.20. Serious Violence

1.21. Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- 1.21.1. Increased absence from school
- 1.21.2. Change in friendships or relationships with older individuals or groups
- 1.21.3. Significant decline in performance
- 1.21.4. Signs of self-harm or a significant change in wellbeing
- 1.21.5. Signs of assault or unexplained injuries
- 1.21.6. Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

1.22 Risk factors which increase the likelihood of involvement in serious violence include:

- 1.22.1 Being male
- 1.22.2 Having been frequently absent or permanently excluded from school
- 1.22.3 Having experienced child maltreatment
- 1.22.4 Having been involved in offending, such as theft or robbery

1.23 Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

1.22. Domestic abuse

1.22.1. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial aid and/or emotional.

1.22.2. DSL had received training on ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS) www.gdass.org.uk www.gov.uk/guidance/domestic-violence-and-abuse .

1.22.3. Further information os available on Early Help offer.

1.23. Forced marriage (FM)

1.23.1. 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 sibling. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

1.24. Female genital mutilation (FGM)

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

1.24.2. What is FGM?

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

1.24.3. Four types of procedure

1.24.3.1. Type one – clitoridectomy (partial/total removal of clitoris)

1.24.3.2. Type two – excision (partial/total removal of clitoris and labia minora)

1.24.3.3. Type three – infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

1.24.3.4. All other procedures that may include pricking, piercing, incising, cauterising, scraping the genital area.

1.24.4. Why is it carried out?

1.24.4.1. Belief that

1.24.4.1.1. FGM brings status/respect to the girl – social acceptance for marriage

1.24.4.1.2. Preserves a girl's virginity

1.24.4.1.3. Part of being a woman/rite of passage

1.24.4.1.4. Upholds family honour

1.24.4.1.5. Cleanses and purifies the girl

1.24.4.1.6. Gives a sense of belonging to the community

1.24.4.1.7. Fulfils a religious requirement

- 1.24.4.1.8. Perpetuates a custom/tradition
- 1.24.4.1.9. Helps girls be clean/hygienic
- 1.24.4.1.10. Is cosmetically desirable
- 1.24.4.1.11. Mistakenly believed to make childbirth easier
- 1.24.5. Is FGM legal?
 - 1.24.5.1. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries, including the UK.
- 1.24.6. Circumstances and occurrences that may point to FGM happening
 - 1.24.6.1. Child talking about getting ready for a special ceremony
 - 1.24.6.2. Family being taken on a long trip abroad
 - 1.24.6.3. 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)
 - 1.24.6.4. Knowledge that a child's sibling has undergone FGM
 - 1.24.6.5. Child talks about going abroad to be 'cut' or prepare for marriage
- 1.24.7. Signs that may indicate a child has undergone FGM
 - 1.24.7.1. Prolonged absence from school and other activities
 - 1.24.7.2. Behaviour change in return from holiday abroad, such as being withdrawn and appearing subdued
 - 1.24.7.3. Bladder or menstrual problems
 - 1.24.7.4. Finding it difficult to sit still and looking uncomfortable
 - 1.24.7.5. Complaining about pain between the legs
 - 1.24.7.6. Mentioning something somebody did to them that they are not allowed to talk about
 - 1.24.7.7. Secretive behaviour, including isolating themselves from the group
 - 1.24.7.8. Reluctance to take part in physical activity
 - 1.24.7.9. Repeated urinal tract infections
 - 1.24.7.10. Disclosure
- 1.24.8. Staff receive training through Home Office program in order to know how to respond appropriately to suspicions of FGM and how to act upon them
- 1.24.9. 'One Chance' rule
- 1.24.10. As with FM, there is the 'One Chance' rule. It is essential that settings/schools/collages act without delay.
- 1.25. Procedure where honour-based violence, FM, FGM is suspected/alleged
 - 1.25.1. 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, and South and Eastern European - for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

1.25.2. 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.

1.25.3. For more information, see:

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

1.25.3.2. <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/casestudies/safer-schools-partnership>

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

1.28 Child Crime exploitation

1.28.1 Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

1.28.2 The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

1.28.3 The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

1.28.4 Indicators of CCE can include a child:

1.28.4.1 Appearing with unexplained gifts or new possessions

1.28.4.2 Associating with other young people involved in exploitation

1.28.4.3 Suffering from changes in emotional wellbeing

1.28.4.4 Misusing drugs and alcohol

1.28.4.5 Going missing for periods of time or regularly coming home late

1.28.4.6 Regularly missing school or education

1.28.4.7 Not taking part in education

1.28.5 If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

1.29 Child abduction and community safety incidents:

1.29.1 Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers.

1.29.2 Community safety incidents are things like unknown adults loitering near school or trying to talk to children

- 1.29.3 Always follow our pick-up procedures to make sure children only go home with their designated adult(s),
- 1.29.4 If you see anything suspicious or that doesn't feel right, report it immediately.

1.30 Modern slavery

- 1.30.1 This includes human trafficking and slavery, servitude and forced or compulsory labour.
- 1.30.2 The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs
- 1.30.3 There's a national referral mechanism for modern slavery – speak to your DSL if you need to know more about this

1.31 Cybercrime

- 1.31.1 This is defined as criminal activity committed using computers and/or the internet
- 1.31.2 This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses
- 1.31.3 Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently

2. Gloucestershire Guidance: Children Missing in Education

- 2.1. Anyone concerned that a child is missing in education (CME) can make a referral to the Access to Education Team at Gloucestershire County Council.
- 2.2. Children Missing in Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least four weeks'.
- 2.3. CME also includes those children who are missing (family whereabouts unknown) and are usually children who are registered on a school roll/alternative provision. This might be a child who is not at their last known address and either
 - 2.3.1. Has not taken up an allocated school place as expected, or
 - 2.3.2. Has ten or more days of continuous absence from school without explanation, or
 - 2.3.3. Left school suddenly and the destination is unknown
- 2.4. It is the responsibility of the Access to Education Team, on behalf of the Local Authority (LA), to:
 - 2.4.1. Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS).
 - 2.4.2. Liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education.
 - 2.4.3. Ensure each child missing education is offered full time education within two weeks of the date the LA was informed.

2.5. Alerting the Local Authority that a child may be missing education

2.5.1. Any professional should alert the LA when they suspect that a child might be missing from education. To make this process as easy as possible, a referral should be sent to:

2.5.2. Access to Education Team, Shire Hall, Westgate Street, Gloucester, GL1 2TP. Tel 01452 328774/426015. missingpupils@gloucestershire.gov.uk

3. School's Co-ordinated Offer of Early Help

3.1. We do our utmost to ensure that children are identified at the earliest possible stage and that we work with them, their families and outside agencies in a coordinated manner, to try to prevent the risk reaching a crisis point. Staff will listen to children and take account of what they say, their views and needs. They will ensure that they understand that they have the right to be heard and their views taken seriously.

3.2. Children have different levels of need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professional to be involved. The aim of Early Help is to clearly identify when and how children can be supported and safeguarded to ensure their needs are met whatever the level of need.

3.3. The information below outlines how our school provides a service or works with other services and what community provision is available to ensure there is a coordinated, early, and effective response.

3.4. This is our coordinated offer of early help

3.4.1. The school values safeguarding at all levels. The DSL and DDSL's have received multi-agency training and attend local safeguarding forums/ webinars. All staff and volunteers know who the safeguarding lead is.

3.4.2. The safeguarding policy is a 'live' policy with regular amendments and discussions being a regular feature of staff meetings and INSET as required to maintain an understanding of the signs and indicators of abuse.

3.4.3. All staff are aware of the importance of following procedures for reporting and discussing concerns about children. They are clear about their responsibilities and of the thinking that safeguarding is everybody's responsibility. They know the categories of abuse and how these leave children exposed at risk. All concerns discussed are followed up with the DSL.

3.4.4. Staff are encouraged to sign up for Gloucestershire Safeguarding Board's alerts; safeguarding is at the heart of all that we do.

3.4.5. With all staff and volunteers, where abuse is suspected or an allegation is made, members of staff should report the information to the DSL for child protection procedures.

3.4.6. Proper identification of vulnerable children enables us to target appropriate and relevant support for individuals as we recognise vulnerable children may need a personalised approach. We support all children through:

3.4.6.1. Curriculum content – this develops the qualities and attributes pupil need to thrive as individuals and members of our society.

3.4.6.2. Being supported within a nurturing environment with trained practitioners.

3.4.6.3. Our behaviour policy which aims to support all pupils, including the most vulnerable in the school.

3.4.6.4. Liaising closely with Children and Young People's Directorate, Child and Adolescent Mental Health Services, Targeted Support Team, Educational Psychologist, Police,

Housing, and Health Visitors as required.

- 3.4.7. Pupils use the Gloucestershire Healthy Living and Learning online survey to voice their opinions. Results are monitored and interventions put in place where appropriate. We also conduct in-house surveys and follow up individual concerns voiced by children, especially with regards to self-esteem, happiness, resilience, and friendships. In some instances, support follows to help support these children (and families) as required.
- 3.4.8. All children know they are listened to.
- 3.4.9. Written records of concerns about children are kept using an online system called MyConcern. These will include the date, time, place, and people who were present, as well as what was said. A chronology of events is kept and used as required in core group meetings and child protection conferences.
- 3.4.10. Effective links with relevant agencies are in place. Regular and timely communication takes place between the local team and designated social worker. This includes attendance at child protection conferences and core groups. All children with a Child Protection Plan/Children in Need Plan are carefully tracked and information is immediately passed on if they transfer settings. If there is an unexplained absence of more than two days, the relevant social worker is informed. Parents understand the responsibility placed in the school and staff for child protection.
- 3.4.11. We work closely with CYPS, CAMHS, Forest of Dean Early Help Team, the Police, the local MASH hub, Social Workers, Educational Psychologists, InfoBuzz, Green Square, TIC+, Toucan Play therapy, Salvation Army, Forest Food Bank, Sedbury Trust, etc. to support families putting support measures in place to keep children safe and offer permanency in their lives.
- 3.4.12. We have a Family Support Worker who works closely with families and children. Our family support worker has a level 3 qualification in counselling. We use www.glosfamilies.org.uk to access services available for our families without a referral or assessment.
- 3.4.13. The School Business Manager monitors attendance/punctuality and refers poor/late attenders to the Headteacher – this is followed up with discussions with families to establish the reasons and to engage with the family to establish a parental support network to address these needs. The Family worker has time allocated to support and engage parents at the earliest sign of poor attendance or punctuality.
- 3.4.14. Staff recognise the early indicators of Child Sexual Abuse and Exploitation. The screening tool is used for early identification and referrals are made, as necessary.
- 3.4.15. Staff are aware of the extent of Honour-Based Violence (HBV), Forced Marriage (FM) and child trafficking and understand how to fulfil their legal responsibilities. Any concerns would result in a referral being made to the children and families helpdesk. For any queries and questions in relation to Female Genital Mutilation (FGM) we could contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.
- 3.4.16. Staff understand the correlation between Domestic Abuse and Child protection – staff are vigilant, listening to the child and making referrals as required. Support for victims can be sought from GDASS <http://www.gdass.org.uk/index.html> and the DSL assists parents with this.
- 3.4.17. If there are any concerns regarding parental substance misuse, we would contact the help desk and use the Guidance for Impact of Parental Substance Misuse on Children and Young People screening tool to assist us in making a referral.
- 3.4.18. Where there are medical concerns, including the basic care of children (e.g. food, routines), we liaise closely with health professionals so that early support and help can be put in place

unless it is deemed as neglect, in which case a referral would be made.

- 3.4.19. We actively promote fundamental British Values in our SMSC curriculum. Where we suspect radicalisation, we would ring 101 and ask for the department for reporting suspicions of radicalisation.
- 3.4.20. Where there are concerns about gangs and youth violence, we liaise closely Avenger Task Force part of Gloucestershire Police's offer of early help.
- 3.4.21. We take concerns about mental health issues seriously, children and families are directed to Young Minds – a charitable website offering support for children and young people's mental health and well-being (and their families) <http://www.youngminds.org.uk/>
- 3.4.22. In school we use the online pupil survey, pupil conferences and our values/PSHE/citizenship curriculum as well as teaching children protective behaviours in their curriculum to support children. We understand the importance of resilience and this is embedded in our ethos and strap line for children. We take bullying very seriously and have a robust anti-bullying policy in place, as well as having an anti-bullying week annually to raise awareness of bullying within the school community. This focuses on developing self-knowledge, self-esteem, and self-confidence through the theme of 'equalities'. Part of this further promotes a regard and respect for all faiths, races and cultures with respect and tolerance, as well as how to say no to bullies. Children know they have a voice and will be listened to. Staff are aware of the effects of all bullying, including homophobic and cyberbullying.
- 3.4.23. Children are introduced to the dangers of sexting using the e-safety element of the curriculum.
- 3.4.24. Fabricated illness – if it is suspected that the explanation for a child's illness is fabricated, or induced by a carer, and, consequently, the child's health or development is, or is likely to, be impaired, a referral should be made to the Children's Social Care. Parents will not initially be informed of the referral due to the increased risks that this may present to the child (i.e. an escalation in the behaviour putting the child at risk).
- 3.4.25. Where we suspect trafficking of children, a referral would be made immediately.

4. Prevent and Protecting Pupils from Violent Extremism 2020

- 4.1. Our school recognises that it has a duty of care towards its pupils and that safeguarding against extreme radicalisation that may leave the vulnerable to violent extremism is one of those duties.
- 4.2. This policy aims to:
 - 4.2.1. Make it clear that
 - 4.2.1.1. There is no place for extremists in our school including expression of extremist views, vocal or active, which are opposed to fundamental British Values.
 - 4.2.1.2. Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and British values of tolerance, democracy, and liberty.
 - 4.2.1.3. Address both awareness of Prevent and the risks it is intended to.
 - 4.2.2. What is Prevent?
 - 4.2.2.1. The Government's National Prevent strategy aims to *stop people from becoming terrorists or supporting terrorism. This is supported by three specific objectives:*
 - 4.2.2.1.1. *Respond to the ideological challenge of terrorism and the threat we face from those who promote it.*
 - 4.2.2.1.2. *Prevent people from being drawn into terrorism and ensure they are given*

appropriate advice and support (individuals).

4.2.2.1.3. *Work with a wide range of sectors and institutions (including education, faith, healing, and criminal) where there are risks of radicalisation.*

4.2.3. Our school will:

- 4.2.3.1. Apply its safer recruitment procedures outlined in our safeguarding policy.
- 4.2.3.2. Ensure that staff do not use teaching materials which may encourage intolerance.
- 4.2.3.3. Ensure children are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
- 4.2.3.4. Provide staff training, including newly appointed staff when undergoing induction on the practise of this policy within our school.
- 4.2.3.5. Regularly monitor staff conduct and where necessary, i.e. in extreme cases it is felt that the staff is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement).

4.2.4. The school community will:

- 4.2.4.1. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 4.2.4.2. Ensure that all children know where there is an adult in school who they can approach if they are worried or in a difficult situation.

4.2.5. What to do if you have a concern

- 4.2.5.1. If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- 4.2.5.2. As explained above, if a member of staff has a concern about a particular pupil, they should follow the school's safeguarding procedures, including discussing with the DSL, and where deemed necessary, with Children's Social Care. In Prevent priority areas, the Local Authority will have a Prevent lead who can also provide support.
- 4.2.5.3. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- 4.2.5.4. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team
- 4.2.5.5. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

4.2.6. The Department of Education has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which the normal emergency procedures should be followed.

4.2.7 In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- [4.2.7.1 Think someone is in immediate danger
- 4.2.7.2 Think someone may be planning to travel to join an extremist group
- 4.2.7.3 See or hear something that may be terrorist-related

5. Uncollected Child Procedure

- 5.1. In the event a child is not collected by an authorised child at the end of a session/day, we put into practice agreed upon procedures. These ensure the child is cared for safely by an experienced staff member, normal using wrap-around care. We will ensure that the child receives a high standard of care to cause as little distress as possible.
- 5.2. The school ensures that before a child starts school details of the child, i.e. date of birth, address, address of both parents, and their contact details, who has parental responsibility, etc., are obtained. It is also important that details of at least two emergency contacts are sought. Parents are reminded, on a regular basis, to inform the school of changes to any of these details.
- 5.3. If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions another parent may offer to take a child home with them. Schools should never release a child into the care of another adult without the consent of the parent(s)/carer(s). Neither should members of staff take, or drive, children to their home or to the home of the child(ren), unless agreed with the Headteacher. Two members of staff should remain on-site with the uncollected child.
- 5.4. Initial attempt to contact parents/carers should be made when 15 minutes has elapsed after school closing time. After 30 minutes have elapsed, contact with all emergency numbers supplied by the family should be attempted.
- 5.5. If no contact has been made and no one has arrived to collect the child when one hour after school closing has elapsed, then the school should contact the Children's helpdesk (01452 426565) and provide name, date of birth, address of the child; the names of the parents/carers and their contact numbers, plus any other relevant information regarding the child and their family.
- 5.6. The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Please wait with the child in school until the social worker arrives, or, in exceptional circumstances, it is agreed the school will bring the child to the Social Care Office.
- 5.7. A written report of the incident is recorded in the child's file.
- 5.8. These arrangements can also be implemented in the following circumstances:
 - 5.8.1. Where a parent does not arrive to collect the child and no contact can be made because the telephone numbers (including any emergency numbers) provided by the parent/carer have been cut off or are unobtainable.
 - 5.8.2. Where the person calling to collect the child is not considered an appropriate adult, e.g. is underage, appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.
- 5.9. Once the child is in the care of Social Care, they will take responsibility for tracing the parent(s)/carer(s).

6. Missing Child Policy

- 6.1. Children's safety is always maintained as the highest priority, both on and off premises. Every attempt is made to ensure that the security of children is maintained at all times by either carrying out the outings procedure or the exit/entrance procedures on-site. In the unlikely event of a child going missing, out missing child procedure is followed.
- 6.2. Child going missing on the premises
 - 6.2.1. As soon as it is noticed that a child is missing, the staff member alerts the Headteachers or senior leader.
 - 6.2.2. The Headteacher or senior leader will carry out a thorough search of the building and grounds.
 - 6.2.3. The register is checked to make sure no other child has also gone astray.
 - 6.2.4. Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
 - 6.2.5. If the child is not found, the parent is contacted, and the missing child is reported to the police.
 - 6.2.6. The senior leader contacts the Headteacher to report the incident if not already notified. The senior leader/Headteacher talks to the staff to find out when and where the child was last seen and records this.
- 6.3. Child goes missing on an outing
 - 6.3.1. What to do if a child goes missing from a whole school outing may be a little different if parents attend and are responsible for their own child.
 - 6.3.2. As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
 - 6.3.3. The Headteacher (if not present on the outing) is contacted immediately and the incident is reported.
 - 6.3.4. The Headteacher/senior leader contacts the police and reports the child as missing.
 - 6.3.5. The Headteacher/senior leader contacts the parent, who either makes their way to the school or outing venue as agreed. The school is advised as the best place, as by the time the parent arrives, the child may have been returned to school.
 - 6.3.6. Staff take the remaining children back to the school.
 - 6.3.7. In an indoor venue, the staff should contact the venue's security who will handle the search and contact the police if the child is not found.
 - 6.3.8. The Headteacher or a designated staff member may be advised by the police to stay at the venue until they arrive.
- 6.4. The investigation
 - 6.4.1. Staff keep calm and do not let the other children become anxious or worried
 - 6.4.2. The Headteacher/senior leader speaks with the parent(s).
 - 6.4.3. The Headteacher carries out a full investigation, for example, taking written statements from all the staff in the room, or who were on the outing.
 - 6.4.4. The staff member writes an incident report, detailing:
 - 6.4.4.1. The date and time of the report
 - 6.4.4.2. What staff/children were in the group/outing and the name of the staff designated

responsible for the missing child.

6.4.4.3. When the child last seen in the group/outing.

6.4.4.4. What has taken place in the group/outing since the child went missing.

6.4.4.5. The time it is estimated the child went missing.

6.4.5. A conclusion is drawn as to how the breach of security happened.

6.4.6. The Chair of Governors is informed.

6.4.7. If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.

6.4.8. The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

6.4.9. In the event of disciplinary action needing to be taken, Ofsted will be informed.

6.4.10. The insurance provider is informed.

6.5. Managing people

6.5.1. Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

6.5.2. The staff will feel worried about the child, especially the designated adult responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

6.5.3. Staff may be the understandable target of parental anger and they may be afraid. The Headteacher needs to ensure the staff under the investigation are not only fairly treated but receive support while feeling vulnerable.

6.5.4. The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the senior leader/Headteacher. When dealing with a distraught and angry parent, there should always be two members of staff present, one of whom is the Headteacher. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

6.5.5. The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.

6.5.6. In accordance with the severity of the outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Headteacher will use their discretion to decide what action to take.

6.5.7. Staff must not discuss any missing child incident with the press without taking advice.

7. Use of mobile phones and cameras including use of electronic photos and videos

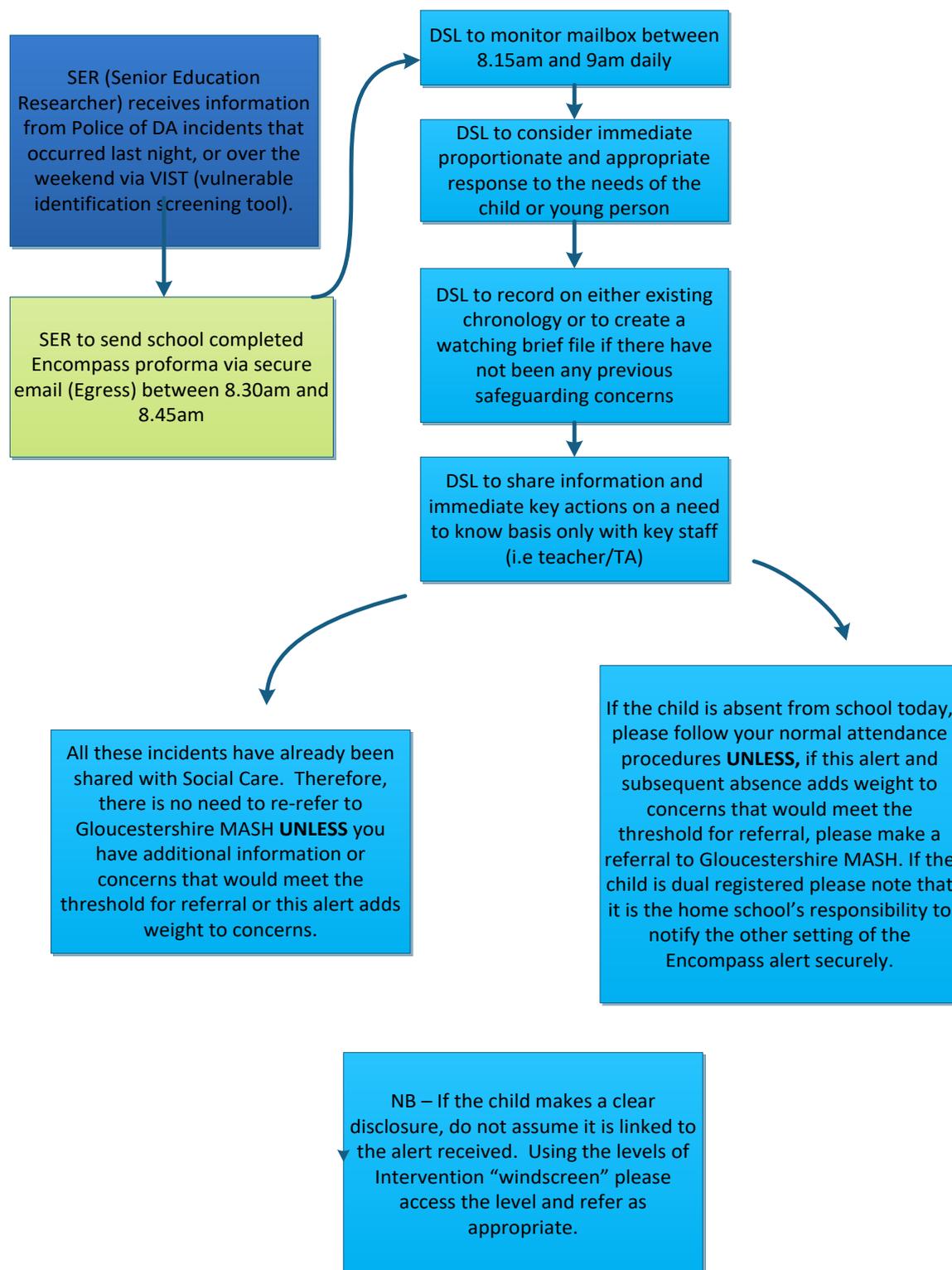
7.1. Newnham St Peter's Primary School embraces new technologies but has a mobile phone and camera policy on personal phone and camera use. This is to protect children in the school from abuse and misuse of their images.

7.2. Personal mobile phones

- 7.2.1. Newnham St Peter's Primary School respects that members of staff may bring their phones to work, for use in receiving emergency phone calls. All phones must be stored away from children and not used in front of children at any time. Apart from emergency WhatsApp communication during school lockdown, or emergency communication with school office during COVID-19 restrictions where staff may be more isolated than usual.
 - 7.2.2. In the event of an emergency, personal mobile phones may be used in a quiet space with no children present, e.g. staffroom/office.
 - 7.2.3. The landline phone may be used by staff.
 - 7.2.4. Mobile phones may be checked at break times and lunchtimes, if this is away from children.
 - 7.2.5. Members of staff ensure the telephone number of the school is known to immediate family and other people who need to contact them in an emergency.
 - 7.2.6. If members of staff take a personal mobile phone on an outing, for the use in an emergency, they must not make or receive personal calls. However, in exceptional circumstances, such as an outing being delayed beyond the school day, staff can make necessary phone calls – such as arranging childcare.
 - 7.2.7. Parents and visitors are requested not to use their mobile phone whilst in the premises, or assisting on school outings, and will be challenged by staff if necessary. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
 - 7.2.8. Photos can only be taken on staff mobiles with prior approval from the Headteacher for exceptional circumstances, e.g. residential trips. Photos taken of children on mobiles should be deleted ASAP. Good practise would be to use a school phone instead.
- 7.3. Cameras and videos/iPads
- 7.3.1. Members of staff must not bring their own cameras or video recorders/iPads into the school for personal use.
 - 7.3.2. Photographs and videos of children are only taken for valid reasons i.e. to record their learning and development or for displays within the setting, or for website and promotional material which parents have signed for.
 - 7.3.3. Staff must only use approved cameras/iPads to take photos, and these must only be downloaded onto Headteacher approved laptops, which is password protected and covered by data protection. Memory sticks need to be encrypted if used.
 - 7.3.4. No electronic copies of photos must be passed to outside agencies unless educational use had been signed for.
 - 7.3.5. Camera and video use are monitored by the Headteacher.
 - 7.3.6. Where a child is not allowed to be included in photos, other parents will be informed no visual recording is allowed.
 - 7.3.7. Parents are reminded in special events not to put photos on the internet.
 - 7.3.8. Photographs and recordings of children are only taken if there is written permission to do so (found on the individual child's Registration Form).
- 7.4. Use of electronic photos, film clips and website
- 7.4.1. All electronic copies of photos and film clips of children in the school which are given to parents are for the private use of the child's family and should remain confidential to their family.

- 7.4.2. To ensure the safety and privacy of all children attending school, no electronic copies of photos or film clips taken during sessions except for the purposes of the school and nursery website (permission given by parents), should be posted on the internet and in particular on any social networking websites, such as Facebook. This is to protect children in the school from abuse and misuse of their images.
- 7.5. The school is registered with the Data Protection agency.
- 7.6. To ensure the well-being, safety and privacy of all the children, parents are informed of our policy that any electronic copies of photos or film clips given to them only for their family's personal use and should not be copied or downloaded onto the internet.
- 7.7. Electronic copies of photos or film clips can only be passed to outside agencies for educational purposes of parents have signed to this end.
- 7.8. All copies of CDs or memory sticks containing photos or film clips are to be clearly labelled: DO NOT COPY OR REPRODUCE IN ANY WAY

8. Gloucestershire Encompass School Pathway



9. Newnham St Peter's Primary School's Designated Safeguarding Lead – Job Description

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school or college leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the

management structure to carry out the duties of the post.

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

The designated safeguarding lead is expected to:

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

Training

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

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

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

Child protection file

Where children leave the school or college ensure their child protection file or electronic details on MyConcern is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

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

Availability

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

Support

The DSL will receive dedicated time to support their role.

The DSL will receive supervision time to support their wellbeing.