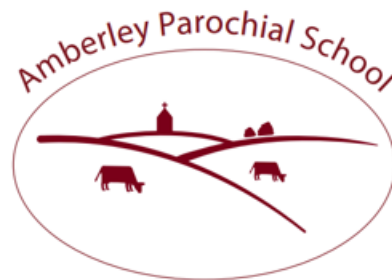


# **Safeguarding and Child Protection Policy**



**Providing the rich soil that enables  
our children to develop deep roots and flourish.**

This **policy is to be read in conjunction** with the Code of Conduct and Guidelines for Safe Working Practices for the Protection of Children and Staff and Confidential Reporting Procedure (Whistleblowing), the Conduct Policy (local authority), the SEND Policy, the Relationships and Sex Education Policy, the Public Sector Equality Duty Policy, the Online Safety and Acceptable Use Policy, the Health and Safety Policy, Behaviour Policy, Anti-Bullying and Hate Policy, the Policy Statement for Children with Medical Needs, the Complaints Policy, the Attendance Policy, the Escalation Policy, Exclusion Policy and the Gloucestershire Safeguarding Children Procedures Manual available on the GSCP (Gloucestershire Safeguarding Children Procedures) website <https://www.proceduresonline.com/swcpp/gloucestershire/index.html>.

Role/ Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL)	Sharon Cale	Amberley Parochial School 01453 873349 <a href="mailto:head@amberley.gloucs.sch.uk">head@amberley.gloucs.sch.uk</a>
Deputy DSL	Sam Russell	Amberley Parochial School 01453 873349 <a href="mailto:admin@amberley.gloucs.sch.uk">admin@amberley.gloucs.sch.uk</a>
Supporting Deputy Safeguarding Leads	Sarah Penn Sarah Holden	Amberley Parochial School 01453 873349 <a href="mailto:spenn@amberley.gloucs.sch.uk">spenn@amberley.gloucs.sch.uk</a> <a href="mailto:sholden@amberley.gloucs.sch.uk">sholden@amberley.gloucs.sch.uk</a>
Should both the DSL and DDSL be uncontactable then an agreement has been formed with our collaboration schools to contact one of the Heads for advice.		
Local Authority Designated Officer (LADO)	Nigel Hatten	01452 426320 <a href="mailto:nigel.hatten@gloucestershire.gov.uk">nigel.hatten@gloucestershire.gov.uk</a>
Chair of Governors	Dr J Holmes	Amberley Parochial School 01453 873349 <a href="mailto:jholmes@amberely.gloucs.sch.uk">jholmes@amberely.gloucs.sch.uk</a>
Safeguarding Governor	Jo Wood	<a href="mailto:jwood@amberley.gloucs.sch.uk">jwood@amberley.gloucs.sch.uk</a>
Gloucestershire Children and Families Front Door		01452 426565 <a href="mailto:childrenhelpdesk@gloucestershire.gov.uk">childrenhelpdesk@gloucestershire.gov.uk</a>  Out of hours – Emergency Duty Team (EDT): 01452 614194  If you have concerns about the immediate safety of a child or you believe that a serious criminal offence has been committed please contact the police on 101.
ChildLine		<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Channel Helpline		020 7340 7264

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**Please Note:** Yellow highlights relate to new changes from KCSiE 2022 document

## INTRODUCTION

Amberley School fully recognises its responsibility for safeguarding children. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

This policy is based on the Department for Education's statutory guidance 'Keeping Children Safe in Education 2022, statutory guidance for schools and colleges'

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

It should be read alongside statutory guidance 'Working Together to Safeguard Children, 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and the Governance Handbook

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788234/governance\\_handbook\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf) It also takes account of departmental advice 'What to do if you are worried a child is being abused – Advice for practitioners, 2015' <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

It recognises the importance of safeguarding and promoting the welfare of each child with all agencies and staff working together. We comply with statutory guidance and the arrangements agreed and published by our three local safeguarding partners identified in KCSIE 2022 (The Local Authority, Chief Officer of the Police and Clinical Commissioning Group (CCG) who will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

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 Education and Training (Welfare of Children) Act 2021 <https://www.legislation.gov.uk/ukpga/2021/16/enacted>
- [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
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- School is aware of their responsibilities under the Equality Act 2010 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### Key points -

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Staff are aware of their duties to cooperate with Multi-Agency Public Protection Arrangements (MAPPA) and Multi-Agency Risk Assessment Conferences (MARAC) as appropriate. More information on these bodies is outlined in the Gloucestershire Safeguarding Procedures manual, available on the GSCP website.

## AIMS AND OBJECTIVES

### Safeguarding is Everyone's Responsibility

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes. Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. Professionals should consider, at all times, what is in the **best interests** of the child. Staff should not assume that somebody else will take action and should always share information that might be critical in keeping a child safe. The School aims to ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. There is a zero-tolerance approach – staff must not take the view that it does not happen in this setting.

Our policy applies to all staff, governors and volunteers working in the school and is consistent with the procedures of the three safeguarding partners, as well as with The Teachers' Standards - <https://www.gov.uk/government/publications/teachers-standards> which state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Our policy and procedures also apply to extended school and off-site activities. The policy ensures that all in our school are clear about the actions necessary with regard to a safeguarding issue. We have five main aims covered by our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children and Families Front Door (**01452 426565; Emergency Duty Team 01452 6141594**) and identifying children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. **All staff have responsibility to take appropriate action as needed, working together with social care, the police, health services and other services to promote the welfare of children and protect them from harm.**
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

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

- The content of the curriculum.
- The school ethos and vision wheel which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE and RSE curriculums for children to develop the skills they need to recognise and stay safe from abuse, and express their concerns about different risks in different situations and how to behave in response to them.
- The school behaviour policy which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, the educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **PART 1 – SAFEGUARDING CHILDREN**

### **PROCEDURES**

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership (GSCP) and our three safeguarding partners (the local authority, the clinical commissioning group and the chief officer of police), and take account of guidance issued by the Department for Education. The Governing Body is responsible for ensuring:

- We have a **Designated Safeguarding Lead (DSL), Sharon Cale**, who has received appropriate training and support for this role, who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- We have a **Deputy DSL, Sam Russell**, who has also received training and will be responsible in the absence of the Headteacher. Whilst the DSL and DDSL should always be available to discuss concerns either in person or on the phone, including during weekends, evenings or school breaks, in the unforeseen circumstance that the Deputy DSL is also unavailable, staff should refer to the Headteachers of local cluster schools who are all DSLs or directly to the Children's Helpdesk. Staff should always take action and share information that might be critical in keeping a child safe.
- We have a nominated governor responsible for safeguarding: **Jo Wood**.
- Every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for children protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Every member of staff (including regular volunteers who are DBS checked) and the governing body receive an Induction Pack at the start of their role, which includes amongst other documents the name of the Designated Safeguarding Lead, the Safeguarding Policy, the Behaviour Policy and a Code of Conduct for safer working practice. They are requested to sign a declaration of receipt of these documents and these declaration forms are collated in the school office.
- All staff have read and understood part 1 of Keeping Children Safe in Education. All staff who work directly with children must also read Annex B.
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, so that they are able to identify cases of children who may be in need of help or protection, and that any concerns should be shared with the designated safeguarding lead. All staff are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. In addition, safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of the school environment, as well as in extra-familial situations.
- All staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.
- All staff are aware that children may not feel ready or know how to tell someone they are being abused. This will not prevent staff from having a professional curiosity and speaking to the DSL.
- All staff have regular safeguarding training: single agency training is completed by everyone once every three years; multi-agency training is completed by the DSL, Deputy DSL and nominated governor once every 2 years. Safeguarding updates are provided to staff as appropriate between training times, at least annually.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (See Working Together to Safeguard Children for information on statutory assessments.)
- All staff are aware of what happens outside school cannot be separated from what happens inside school, linking with low level concerns - KCSiE 2022 p 99-103
- Parents have an understanding of the responsibility placed on the school and staff for safeguarding protection through the setting out of the school's obligations on the school website.
- We support pupils who have been abused in accordance with his/her agreed Child Protection Plan.

- We notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan.
- There are effective links with relevant agencies and full co-operation with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Written chronologies and actions about children are kept, even where there is no need to refer to the matter immediately using CPOMS.
- All written records are kept securely on CPOMS. From September 2020, the school started to use CPOMS to record any safeguarding events, concerns and chronologies. Files for each child are structured to include a clear summary of the concern, details of follow-up and actions taken towards resolution. Outcomes for the child will be routinely recorded.
- Decisions and actions are reviewed to update and improve policies and practice as appropriate.
- We follow locally agreed safeguarding procedures, currently set out in the Gloucestershire Safeguarding Children's Partnership Handbook. <https://www.proceduresonline.com/swcpp/gloucestershire/index.html>
- We follow Local Authority procedures where an allegation is made against a member of staff or volunteer, including supply or agency workers, contractors or governors.
- We liaise with the Local Authority when a child goes missing from education, completing a 'Child Missing from Education' referral form where necessary.
- Safe recruitment practices are always followed.
- An Online Safety and Acceptable Use Policy for IT equipment is in place alongside a policy for Remote Learning.
- Systems are in place to monitor and filter the pupils' exposure to inappropriate sites, which is led by Kate Crampton (Computing Lead) and Matt Anderson (Computing Governor) in consultation with EDIT concepts (IT provider) and staff.
- An Anti-Bullying and Hate Policy and Behaviour Policy are in place.
- An audit of statutory duties and associated responsibilities for schools in relation to 'Keeping Children Safe in Education 2022' is completed annually and action points implemented.
- Emergency contacts for children are kept updated, at least annually. There is always more than one contact.

### WHAT TO DO IF YOU HAVE CONCERNS ABOUT A CHILD (SEE DIAGRAM BELOW)

1. Raise the concerns with the DSL, who will decide whether to make a referral to social care – **although staff members can refer to children's social care directly**. When making a referral, staff should consider what is known about the child's wider context (contextual safeguarding). Where a child and family would benefit from coordinated support from more than one agency (e.g. education, police, health, social care), there may need to be an inter-agency assessment, where coordinated support is required. An Early Help referral may be appropriate. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
2. If at any point, the child is in immediate danger or is at risk of significant harm, a referral should be made to children's social care and/or police immediately. Anybody can make a referral. Tell the DSL as soon as possible if you make a referral directly. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

#### Referral:

Gloucestershire Children and Families Front Door (9am – 5 pm) – 01453 426565

Email: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)

Outside office hours, you should contact the Emergency Duty Team (EDT) – 01452 614194

If you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed, please contact the police at any time on 101. In an emergency, 999 should be called.

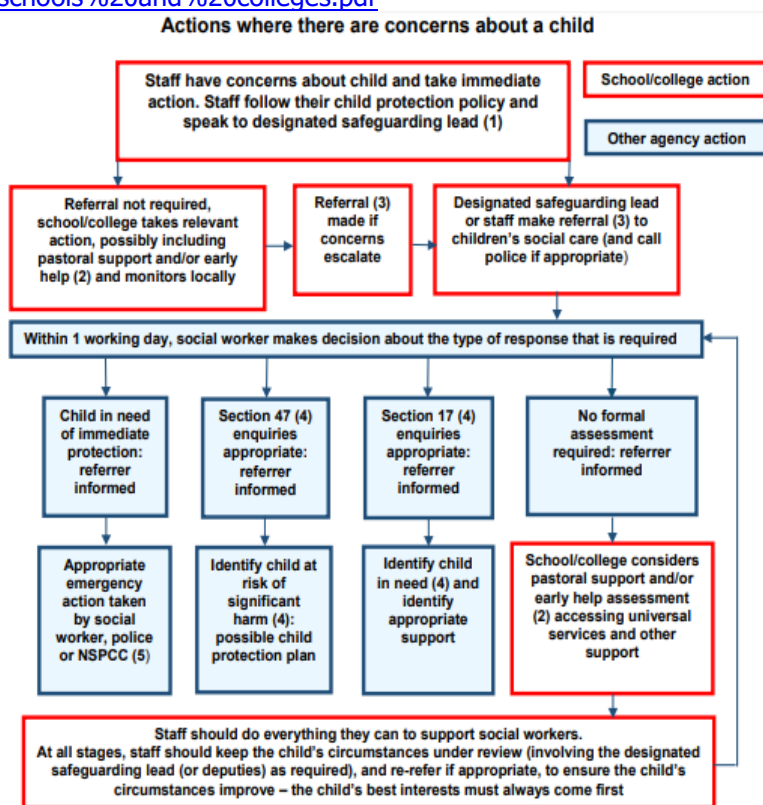
The Multi-Agency Service Request Form (MARF) should be used to share information with your local office. Professionals will need to make referrals to the Front Door for Children's Services by completing a MARF on the Liquid Logic portal. <https://children.gloucestershire.gov.uk/>

3. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police.**

4. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing as soon as it is practical to do so, and disclosures should be witnessed in event of disclosure requiring a referral to the Front Door by the DSL or Deputy DSL. These records are kept the securely on CPOMs.
5. Once a referral is made, the local authority will make a decision within one working day about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and must ensure that outcomes are properly recorded.
6. Staff are regularly reminded of their right to challenge decisions made – [Escalation of Professional Concerns – Gloucestershire Safeguarding Children Partnership](#) (gscp.org.uk)
7. All staff are aware of the school procedures for low level concerns (KCSiE pg 99)

NPCC – ‘When to call the police’ should help DSLs understand when they should consider calling the police and what to expect when they do:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

## The Child's Wishes

### Creating a culture of listening

We take into account the child's wishes or feelings when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express views and give feedback. Staff members should not agree confidentiality and should always act in the best interests of the child.

Children will always be taken seriously. Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### Confidentiality

All staff recognise that all matters relating to child protection are confidential. The DSLs and DDSL will only disclose information about a child to other members of staff, or other professionals from the three safeguarding partners or other agencies, on a need to know basis only. Information sharing should be with the right people *between and within* agencies. All staff recognise that they have a professional responsibility to share information with other agencies in order to safeguard children. Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care. As a school, we will always undertake to share our intention to refer a child to social care with parents/carers unless to do so could put the child at greater risk of harm or impede criminal investigation. Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.

We recognise that:

- Timely information sharing is essential to effective safeguarding.
- 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.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share '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, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information (**See Information Sharing, DFE July 2018**).
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy) and seek legal advice if necessary.
- See guidance to support schools with data protection activity, including compliance with the GDPR: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>.
- Amberley is aware that the GSEP has adopted the South West Record Transfer Protocols - <https://www.gloucestershire.gov.uk/media/2108062/record-transfer-protocol-sw-v2.pdf>

As part of Amberley Primary School's commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model. In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.



- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection

### **Record Keeping**

We will hold records in line with our records retention schedule: (DOB of the child + 25 years then review. This retention period was agreed in consultation with the Safeguarding Children Group on the understanding that the principal copy of this information will be found on the Local Authority Social Services record.)

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely in a locked filing cabinet in the Business Manager's office and only available to those who have a right or professional need to see them. The school has adopted CPOMS as the key way of recording safeguarding information. This is a secure electronic system to which only the DSL and DDSL have full access.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed-up and resolved
- A note of any action take, decisions reached and the outcome

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file (CPOMS information) is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. Concerns are shared with multiagency partners when appropriate. Advice is sought from the Front Door when necessary.

### **TYPES OF ABUSE AND NEGLECT**

Staff members working with children are advised to maintain an attitude of **'it could happen here'**. Knowing what to look out for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

We recognise that there are many areas of abuse about which we need to be vigilant:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in

looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Refer to Ofsted's 2021 review of sexual abuse in schools and colleges – ([www.gov.uk](http://www.gov.uk))

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

**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 these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including, but not limited to, sexual and/or criminal exploitation, sexual abuse, serious youth violence and county lines.**

### **SPECIFIC SAFEGUARDING ISSUES**

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol misuse, deliberately missed education and the consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. We recognise that expert advice and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information can be found on the TES, MindEd and the NSPCC websites. Government guidance can be accessed as required (see the links below).

**Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)** Both CSE and CCE are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/ or through violence or the threat of violence. 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. The abuse can be perpetrated by individuals or groups, males or females, 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. Victims can be exploited even when the activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. CSE and CCE does not always involve physical contact; it can also occur through the use of technology. It can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE is a form of child sexual abuse. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- Can take place in person or via technology, or a combination of both, and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Some of the following signs may be indicators of CSE:

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

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. In all cases, those exploiting the child/ young person have power over them by virtue of their age, gender, intellect, physical strength and/ or economic or other resources. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. More information see: <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

**Child Criminal Exploitation (CCE) and County Lines:** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators, threatening victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced to carry weapons such as knives or to carry a knife for a sense of protection from harm from others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns; children are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism, as well as a safeguarding referral, should be considered.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>  
<https://www.gov.uk/government/publications/serious-violence-strategy>

For further information on child exploitation modern slavery and the national referral mechanism see:

Trafficking: safeguarding children, DfE and HO guidance

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Care of unaccompanied and trafficked children, DfE statutory guidance

<https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>

Modern slavery: how to identify and support victims – HO statutory guidance

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

**Female Genital Mutilation (FGM):** Female Genital Mutilation includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's

social care. **There is a mandatory reporting duty placed on teachers to report to the police where they discover that FGM appears to have been carried out. Those failing to report such cases will face disciplinary sanctions.** Teachers must personally report to the police cases where they discover that an act of FGM has been carried out. Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. For further information see: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

**Mental Health:** All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, members of staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

**Child on child abuse:** All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. The school actively promotes values to create an ethos which minimises the risk of child on child abuse. However, all staff should understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Child on child abuse may include, but is not limited to: bullying (including cyber bullying, prejudiced based and discriminatory bullying); sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates and/or encourages sexual violence); sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse; abuse in an intimate personal relationship between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm and may include an online element that facilitates, threatens and/or encourages physical abuse; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, also known as sexting or youth produced sexual imagery; 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; 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; and initiating/hazing type violence and rituals. The DfE provides searching screening and confiscation advice for schools - <https://www.gov.uk/government/publications/searching-screening-and-confiscation> The UK Council for Child Internet Safety (UKCCIS) Education Group has published sexting (also known as youth produced sexual imagery) advice for schools - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Child on child abuse that occurs within our school will be dealt with in line with the Behaviour Policy and the Anti-Bullying and Hate Policy, including how any child involved will be supported, but this policy will apply to any allegations that raise safeguarding concerns. Staff are aware of the gendered nature of child on child abuse (i.e. it is much more likely that girls will be victims and boys perpetrators). All child on child abuse is unacceptable and will be taken seriously. When dealing with child on child abuse a referral may be made to social care. **Child on child abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.**

There may be safeguarding concerns when the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil (or parent) makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Sexual Violence and Sexual Harassment Between Children in Schools**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk of sexual violence and sexual harassment.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 – rape, assault by penetration, and sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online or offline. Sexual harassment is likely to violate a children's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include: sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual 'jokes' or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment which may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including on social media, and sexual exploitation, coercion and threats.

At our school staff should:

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

Upskirting is a criminal offence. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. (See KCSIE 2022 Appendix B for references to upskirting.)

When handling a report of sexual violence or sexual harassment, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Staff should follow the usual safeguarding referral process. Immediate consideration should be given as to how to best support and protect the victim and the alleged perpetrator (and any other children involved/ impacted). In addition, staff must be vigilant and, rather than waiting for a disclosure, recognise young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes.

Effective safeguarding practice includes:

- Not promising confidentiality to the child
- Recognising a child is likely to disclose to someone they trust
- Listening carefully to the child, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions
- Considering the best way to make a record of the report
- Only recording the facts as the child presents them
- Consider the wishes of the victim in terms of how they want to proceed.
- Where the report includes an online element, being aware of the UKCCIS sexting advice – particularly not viewing or forwarding illegal images of a child
- If possible, managing reports with two members of staff present
- Informing the DSL as soon as possible, who will then make a risk assessment considering the victim, the alleged perpetrator and all the other children – especially any actions that are appropriate to protect them. This risk assessment should be recorded. At all times the school should be actively considering the risks posed to all pupils and putting adequate measures in place to protect them and keep them safe.
- The DSL should consider the nature of the alleged incident, including whether a crime may have been committed; the ages of the children involved; the developmental stage of the children; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abused; other related issues and wider context;
- The DSL should engage with children’s social care and specialist services as required; this is likely to be where there has been a report of sexual violence. Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral to social care will be made. In some cases of sexual harassment, e.g. one-off incidents, the school may view that the children concerned are not in need of early help and it would be appropriate to handle the incident internally, in line with Behaviour, and Anti-Bully and Hate Policies, by providing pastoral support. Early Help may be provided: this is particularly useful to address non-violent harmful sexual behaviour and prevent escalation into sexual violence.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Even if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- Parents should usually be informed, unless telling them is likely to put the child into additional risk.
- All discussions, concerns, decisions and reasons for decisions should be recorded in writing.
- Support for the children involved should be considered on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. For victims of sexual assault, there can be a number of physical and mental health implications which may require additional support. Support can include:
  - NHS support from a Sexual Assault Referral Centre (SARC).
  - Children and Young People’s Independent Sexual Violence Advisors who provide emotional and practical support for victims of sexual violence, who can be signposted by police and social care agencies or referrals can be made directly. See <https://rapecrisis.org.uk/> and <http://thesurvivorstrust.org/>
  - Child and Adolescent Mental Health Services
  - Rape Crisis Centre’s can provide therapeutic support for children who have experienced sexual violence
  - Internet Watch Foundation and Childline (Report Remove – a free tool to potentially remove illegal images). <https://www.iwf.org.uk/>
- It should be noted that harmful sexual behaviours in young children may be a symptom of their own abuse or exposure to abusive practices and/or materials.
- It may be that the alleged perpetrator requires further information about harmful sexual behaviour and signposting to sources of support.
- Where a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to children’s social care may be appropriate.

For further information see: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

<https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf>

**Serious violence:** All staff should be aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These 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 and may be at risk of criminal exploitation. Risk factors such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery, increase the likelihood of involvement with in serious crime.

For guidance see the Home Office's:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

**Domestic violence/ abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Advice is available at <https://www.gov.uk/domestic-violence-and-abuse>

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

**Homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Deputy Designated Safeguarding Lead should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/ progress concerns at the earliest opportunity. Contact details are available here:

<https://www.cotswold.gov.uk/residents/housing/homelessness/>

For further information see: <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

**Serious Violence:** All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These 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. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's 'Preventing Youth Violence and Gang Involvement'

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its 'Criminal exploitation of children and vulnerable adults: county lines' guidance

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>.

**Technology:** All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of online abuse as well as face to face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online. This can take the form of 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 do not want to receive such content. The School has an Online Safety Policy to protect all members of the school community and staff receive annual online safety training. Annex B of KCSIE provides links to further advice and support.

#### **OTHER USEFUL LINKS:**

In addition, staff are aware of the need to look out for signs of abuse relating to: bullying including cyber-bullying, domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender-based violence/ violence against women and girls, honour based violence, mental health, private fostering, radicalisation, sexting, teenage relationship abuse, and trafficking. See the links below for further information:

#### **Abuse**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**Bullying including cyberbullying** <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**Children missing education** <https://www.gov.uk/government/publications/children-missing-education>

**Children missing from home or care** <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>  
<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

**Drugs** [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug-adviceforschools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug-adviceforschools.pdf)

<https://www.gov.uk/government/publications/drug-strategy-2017>

<https://www.talktofrank.com/>

<http://mentor-adepis.org/>

**Fabricated or induced illness** <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

**Faith abuse** <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

**Forced marriage** A Forced Marriage is a marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress involved. Forcing a person into a marriage is a crime in England and Wales. Duress can include physical, psychological, financial, sexual, emotional pressure. Some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. Schools can contact the Forced Marriage Unit if they need advice or information: Contact 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk) More information can be found at <https://www.gov.uk/forced-marriage>

#### **Gangs and youth violence**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

#### **Gender-based violence/violence against women and girls [VAWG]**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

<https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations>

**Hate** <http://educateagainsthate.com/>

**Honour Based Abuse (HBA)** Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community, including Female Genital Mutilation, forced marriage,



and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so called HBA are abuse (regardless of motivation) and should be handled and escalated as such. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pp38-41 of the 'Multi agency statutory guidance on FGM' (pp59-61 focus on the role of schools)

**Mental health** <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

**Missing children and adults** <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

**Private fostering** <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

**Radicalisation** Children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism extremist ideologies associated with terrorist groups. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interfere or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media and the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Staff should be alert to changes in behaviour and use their judgement, which may include making a Prevent referral. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the Prevent Duty, and should be seen as part of the school's wider safeguarding obligation. Where a child is identified as being at risk of radicalisation, it may be necessary to make a referral to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. <https://www.gov.uk/government/publications/channel-guidance>

See also paragraphs 57-76 of <https://www.gov.uk/government/publications/prevent-duty-guidance>  
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799 Revised Prevent Duty Guidance England Wales V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Government website 'Educate Against Hate' has information, tools and resources to support staff and parents in recognising and dealing with extremism and radicalisation. <http://educateagainsthate.com/>

### **Sexting**

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes the consensual and non-consensual share of nudes and semi nudes images and/or videos. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

If an incident involving 'sexting' comes to the attention of a member of staff or volunteer, this procedure is followed:

- Report it to the Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL. The DSL will deal with the incident in line with guidance set out in 'Sexting in Schools and Colleges.' [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)
- As a rule of thumb, if a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, or if the incident involves an adult, should generally be referred to police and/or children's social care. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Further guidance on sexting:

<http://ceop.police.uk/> <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

**Teenage relationship abuse** <https://www.gov.uk/government/collections/this-is-abuse-campaign>

See Annex B of KCSIE for further links about specific safeguarding issues not mentioned above.

## **SIGNS OF ABUSE**

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff members working with children 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. If staff members are unsure, they should always speak to children's social care via the Children's Helpdesk (**01452 426565**).

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place. Signs of child abuse may include:

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
  - Bruise marks in or around the mouth
  - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back)
  - Differing age bruising
- Bite Marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away/ missing from education

- Reluctance to return home after school
- Resistance to do PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance
- Repeated infections etc.

### **Equality Statement and SEND**

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. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Have certain health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations, e.g. in temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual or criminal exploitation (such as county lines), forced marriage, 'honour'-based abuse, radicalisation or has a parent in prison (or is affected by parental offending)
- Are persistently missing from education
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously look after

Staff should have an awareness of the potential for multiple issues overlapping, be vigilant and report this.

Furthermore, we recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

Staff are aware that children might also try to tell someone about their abuse indirectly. This is sometimes known as an 'indirect disclosure'. These children may make ambiguous verbal statements; communicate through their behaviour, for example self-harming, becoming withdrawn or 'acting out', to try and communicate his distress or communicate non-verbally, for example writing a letter or drawing pictures. Staff have been asked to look out for these behaviours.

Staff are aware that children with special educational needs and disabilities may have difficulties articulating their feelings. Some pupils have cognitive understanding issues - being unable to understand the difference between fact and fiction or communication barriers (Para 199, KCSiE 2022) Staff are aware to be vigilant and recognise signs if they are presented.

Information Sources: NSPCC, *No one noticed, no one heard*. <https://learning.nspcc.org.uk/research-resources/2013/no-one-noticed-no-one-heard>

### **OFFER OF EARLY HELP**

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger), where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Advice can be taken from the local authority children's social care or at any time from the NSPCC helpline 0808 800 5000.

It may be that early help is appropriate. Within Gloucestershire, the Early Help Partnership is coordinated by Families First Plus, but all organisations working with children and young people should view themselves as part of the Early Help Partnership. The DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will

consider a referral to social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. We recognise that any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs or has certain health conditions;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
  - is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Amberley School are also aware of the struggles of any young person that may be LGBT or perceived to be by LGBT (whether they are or not). We aim to nominate a trusted adult to support any child that needs such support as appropriate. (Para 203, KCSiE)

**Amberley Primary School's coordinated offer of early help is outlined below. We believed that early interventions for children or families, in many cases, will prevent children from experiencing harm. Amberley offers a number of early preventative measures. All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive. Our aim is to help pupils and families as early as possible when issues arise: 'the right help at the right time to stop any issues getting worse.' Early help is an approach not necessarily an action. It includes preventative education as well as intervention where necessary or appropriate. In some cases, immediate urgent action might be necessary if a child or young person is at risk of immediate harm.**

### **Early help and the Curriculum**

As part of our curriculum provision, we ensure that children in school are taught to keep themselves safe, healthy, resilient and aware of the world around them so that they can make informed decisions. This includes through preventative work, anti-bullying work, PSHE (through the SCARF scheme of work adopted in September 2021, supplemented if necessary by the Pink Safeguarding Curriculum available through Gloucestershire Healthy Living and Learning), the RSE curriculum – including coverage of the PANTS rule, as well as exploring gender, identity and tolerance to prevent homophobic and transphobic bullying and gender stereotypes, peer mediation training and visitors such as the police. Relationships Education was made statutory from 2020. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> In addition, the NSPCC make regular visits and update the children about Childline, and e-safety lessons. We offer e-safety information for parents and provide online safety training via nationalonlinesafety.com, as well as promote e-safety via the school website and newsletters. Year 4 children take part in the GSCP e-safety production 'In the Net'. Year 6 children take part in the 'Click' production. E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online.

We teach traditional British values through the curriculum, worship and assemblies: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'.

### **Early Help and Families**

We also recognise that all families may have times when they need support and have a range of preventative strategies in place. These include: signposting parents to outside agencies; a parent forum and occasional parent coffee mornings; and working closely with the Advisory Teaching Service and Educational Psychologists. We may do a referral to the Early Help team in Cotswolds/ Stroud – Early Help Coordinator for the school is based in the Cotswolds. All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer, but will try to find out the answer or sign-post parents in the right direction to other professionals and services. Parents can either talk directly to staff or telephone the Headteacher. Staff are available within office hours (9am-5pm on weekdays during term time). The school telephone number is: 01453 833191.

**Early Help and the Voice and Wellbeing of the Child**

We listen to the voice of the child, e.g. to identify where FGM is a risk. Children complete the Online Pupil Survey, as well as regular school questionnaires. The PSHE curriculum gives children the opportunity to talk about a wide range of issues. At termly Pupil Progress Meetings the social/emotional well-being of children is considered, as well as academic progress, enabling intervention or support to be facilitated as necessary. Intervention could include social skills programmes, e.g. Outdoor learning, and group therapeutic sessions etc

**Early Help and Staff Training**

The Designated Safeguarding Lead has completed the Female Genital Mutilation Home Office training. All staff in school have received training on FGM to identify and understand the risk. All staff are aware of the FGM protection orders that came into force on 17 July 2015 and the mandatory reporting that came into force in October 2015. Where there are concerns about FGM, staff are able to ring 101 and ask for the police FGM lead. In addition, a multi-agency referral would be made. All staff have received training on Child Sexual Exploitation. Staff are aware of CSE resources and the CSE screening tool, available on the GSCP website.

**Early Help and an Inter-Agency Approach**

Where it is felt that an inter-agency approach is needed, we may work with families within the Gloucestershire Early Help Partnership. We may decide to make a referral to the Cotswold Early Help Partnership Team based in Cirencester or the Stroud Early Help Partnership Team. This may be through the Graduated Pathway. Parents must consent to this referral. Early Help teams are made up of Early Help Coordinators, the Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for coordinating support for vulnerable children, young people and families, including for those with SEND or where social care referrals do not meet the threshold. They can give advice and guidance from a social work perspective on a 'discussion in principle basis'.

**Early Help Partnership/ Families First Plus:**

Cotswold – 01452 328101; [cotswoldearlyhelp@gloucestershire.gov.uk](mailto:cotswoldearlyhelp@gloucestershire.gov.uk); Early Help Coordinator  
 Stroud – 01452 328130; [stroudearlyhelp@gloucestreshire.gov.uk](mailto:stroudearlyhelp@gloucestreshire.gov.uk); Early Help Coordinator

We are also involved in MARAC (Multi-Agency Risk Assessment Conference) and MASH (Multi-Agency Safeguarding Hub) as necessary. Advice may be sought from the school nurses and the CYPS team.

Referrals are made to the Help Desk where a child discloses any form of abuse, or where domestic abuse is taking place within a household.

**Early Help and Specific Safeguarding Issues**

There is a wide range of information, self-help, support and services available for all aspects of family life ranging from free universal support options or services, which everyone can access, to targeted support for times when specialist advice is needed. (See also links for specific safeguarding issues above.)

<p>Universal source of help for all families in Gloucestershire:</p> <p>Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education.</p> <p>FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves, e.g. parents could ask them about holiday clubs for children in</p>
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	<p>Gloucestershire. Their website has a wealth of information to support many issues such as childcare and support for children with disabilities. <a href="http://www.glosfamilies.org">www.glosfamilies.org</a></p> <p>Contact FIS by emailing <a href="mailto:familyinfo@gloucestershire.gov.uk">familyinfo@gloucestershire.gov.uk</a></p> <p>Telephone: 0800 542 0202 or 01452 427362</p>
Gloucestershire Safeguarding Children Partnership	<p><a href="http://www.gscp.org.uk">www.gscp.org.uk</a></p> <p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
Bereavement	<p>Winston's Wish <a href="https://www.winstonswish.org/">https://www.winstonswish.org/</a></p>
SEND	<p>For children with Special Educational Needs or Disabilities, support is given to children and parents as required. E.g. The school may facilitate additional visits to secondary school or a child might receive support from a teaching assistant to practice the bus route to smooth the transition process. For more information about support for SEND children, please refer to the SEND Policy and School SEND Offer published on the school website. See also the SEN and Disability 'Local Offer' website <a href="http://www.glosfamilies.org.uk/localoffer">www.glosfamilies.org.uk/localoffer</a></p>
Online Safety	<p>Amberley Primary School is committed to protecting our pupils online and works with National Online Safety to deliver an interactive online workshop for all our parents and carers.</p> <p>The course can be taken at a parent's own convenience and covers:</p> <ul style="list-style-type: none"> <li>• Information about online dangers and the newest platforms</li> <li>• What online risks to look out for and how to protect your child</li> </ul> <p>Parents, please find below the URL you need to visit to register your account. You will need to complete your details and select "I am a: Parent/Carer" from the dropdown:</p> <p><a href="https://lms.nationalonlinesafety.com/school/AmberleyPrimary">https://lms.nationalonlinesafety.com/school/AmberleyPrimary</a></p> <p>Once you have registered, you will be able to access the "Online Safety for Parents and Carers" course and National Online Safety's Resources (which includes 50+ online platform guides on the latest social media channels and games). This aims to help empower parents with the knowledge to protect their children from the dangers of the internet.</p> <p>If you have any questions, or trouble accessing the course please contact <a href="mailto:support@nationalonlinesafety.com">support@nationalonlinesafety.com</a></p>
Bullying	<p>Amberley Primary School is committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. As well as through the PSHE SCARF and PinK curriculum, the school is able to offer bespoke anti-bullying sessions for any child who has suffered bullying, to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem. Teaching resources from the Gloucestershire Healthy Living and Learning team <a href="http://www.ghll.org.uk">www.ghll.org.uk</a> are used in school to support this. In serious cases of bullying, parents should contact the police on 101, particularly if there are threats involved. In an emergency, call 999. Other sources of help and advice are <a href="http://www.gscp.org">www.gscp.org</a> (Gloucestershire Safeguarding Children Partnership) and <a href="http://www.bullying.co.uk">www.bullying.co.uk</a>. <a href="http://www.onyourmindglos.nhs.uk">www.onyourmindglos.nhs.uk</a> is a Gloucestershire website which also covers bullying as a topic and where to go for help.</p>
Children Missing Education	<p><b>Anyone concerned that a child is missing education (CME) can make a referral to the Local Authority. Tel: 01452 426960/427360. Children Missing Education (CME)</b> refers to 'any child of compulsory school age who is <b>not</b> registered at any formally approved education activity e.g. school, alternative provision, elective home education, <b>and</b> has been out of education provision for at least 4 weeks'. <b>CME</b> also includes those children who are <b>missing</b> (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 <b>and either:</b> has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Local</p>

	<p>Authority (LA), to: 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). The Local Authority will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed. See further information on CME below.</p>
Child Sexual Exploitation	<p>CSE screening tool can be located on the GSCP website and should be completed by staff if CSE is suspected. Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at <a href="http://www.gscp.org">www.gscp.org</a>. Referrals should be made to Gloucestershire social care and the police.</p> <p><b>Gloucestershire Police CSE Team:</b> The CSE team sits within the Public Protection Bureau Single agency team (Police) Contact:101</p> <p><b>Further information:</b> National Working Group (Network tackling Child Sexual Exploitation) <a href="http://www.nationalworkinggroup.org">www.nationalworkinggroup.org</a> and PACE UK (Parents Against Child Sexual Exploitation) <a href="http://www.paceuk.info">www.paceuk.info</a></p>
Children in court	<p>Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witness. There are two age appropriate guides to support children which explain each step of the process and support special measures that are available.</p> <p>For 5 – 11 year olds - <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a></p> <p>For 12-17 year olds - <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a></p>
Child arrangements	<p>Making child arrangements via family courts following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers: <a href="https://helpwithchildarrangements.service.justice.gov.uk/">https://helpwithchildarrangements.service.justice.gov.uk/</a></p>
Drug concerns	<p><a href="http://www.infobuzz.co.uk">www.infobuzz.co.uk</a> Info Buzz provide individual targeted support around drugs and emotional health issues, development of personal and social skills, and information and support around substance misuse. See also <a href="http://www.onyourmind.nhs.uk">www.onyourmind.nhs.uk</a> for advice on drug/alcohol misuse.</p>
Domestic Violence	<p>The GSCP (Gloucestershire Safeguarding Children Partnership) have published a Domestic Abuse pathway for educational settings which is on the GSCP website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship, then the usual procedures should be followed and a referral made to the Front Door (01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p><b>Gloucestershire Domestic Abuse Support Service (GDASS)</b> <a href="http://www.gdass.org.uk">www.gdass.org.uk</a></p> <p><b>MARAC Gloucestershire Constabulary:</b> Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p> <p><b>Gloucestershire Unborn Baby Protocol:</b> Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at <a href="http://www.gscp.org">www.gscp.org</a></p>
Forced Marriage	<p><b>(Gloucestershire Constabulary, Public Protection Bureau).</b></p>

	<p><b>UK Forced Marriage Unit:</b> Call 999 (police) in an emergency or 101. <a href="http://www.gov.uk/stop-forced-marriage">www.gov.uk/stop-forced-marriage</a> for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package <a href="https://www.gov.uk/forced-marriage">https://www.gov.uk/forced-marriage</a>. GSCP one day Awareness training delivered by Infobuzz <a href="http://www.gscp.org.uk">www.gscp.org.uk</a></p> <p>Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail <a href="https://www.gov.uk/forcedmarriage">https://www.gov.uk/forcedmarriage</a>.</p> <p>All practitioners must be aware of this, that is they may only have <u>one chance</u> to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</p> <p><b>Prevention</b> Freedom Charity- 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion. <a href="http://www.freedomcharity.org.uk">www.freedomcharity.org.uk</a> The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on 0845 607 0133 or text <b>4freedom</b> to <b>88802</b> or go to the website to download the app from the app page.</p>
Gang involvement	Where there are concerns about gang involvement, the police are contacted on 101, with a view to getting support from 'The Avenger Task Force'. Gang activity can also be reported via <a href="mailto:ATF@gloucestershire.police.uk">ATF@gloucestershire.police.uk</a>
Gender-based violence/ violence against women and girls (WAWG)	<p><a href="http://www.gov.uk">www.gov.uk</a> – home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390</p> <p>Gloucestershire Rape and Sexual Abuse Centre: 01452 526770 - a 24-hour answerphone service and they will respond within 24 hours. Or you can use the confidential and anonymous email support service at <a href="mailto:support@glosrasac.org.uk">support@glosrasac.org.uk</a>. The support workers are <u>all women</u>, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self-help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the <a href="http://www.onyourmindglos.nhs.uk">www.onyourmindglos.nhs.uk</a> website or contact GRASAC for a free copy. <a href="http://www.onyourmindglos.nhs.uk">www.onyourmindglos.nhs.uk</a> for 'I've been raped or sexually assaulted' information.</p>
Honour Based Violence (HBV)	The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line' or Gloucestershire Police
Mental Health Concerns	<p><a href="http://www.onyourmindglos.nhs.uk">www.onyourmindglos.nhs.uk</a> – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help.</p> <ul style="list-style-type: none"> <li>• Referral to school nurses may be appropriate.</li> <li>• Referral to CYPS (Gloucestershire's mental health services) via your own GP.</li> <li>• For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111.</li> <li>• <b>CYPS Practitioner advice line (for professionals to call) tel: 01452 894272.</b></li> <li>• <b>Public Health England – Every Mind Matters</b> <a href="https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview">https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview</a></li> </ul>
Parent in prison	Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for



	<p>those children. Where children have a parent in prison, the school may access support from 'InfoBuzz'. Visits to Skillszone to experience a police cell or court situation may be organised.</p> <p><a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a></p>
Youth Support Team	<p>The Youth Support Team (YST) provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> <li>- Youth offending</li> <li>- Children in Care</li> <li>- Care leaver's support services (for those aged 16+)</li> <li>- Early intervention and prevention service for 11 - 19 year olds</li> <li>- Support for young people with learning difficulties and/or disabilities</li> <li>- Positive activities for young people with disabilities</li> <li>- Support with housing and homelessness</li> <li>- Help and support to tackle substance misuse problems and other health issues</li> <li>- Support into education, training and employment</li> <li>- Support for teenage parents</li> </ul> <p>For General Enquiries: 01452 426900 E: <a href="mailto:info.glos@prospects.co.uk">info.glos@prospects.co.uk</a> To make a referral: 01452 427923 E: <a href="mailto:fasttrackteam@prospects.co.uk">fasttrackteam@prospects.co.uk</a></p>
Private Fostering	<p><a href="http://www.gloucestershire.gov.uk/privatefostering">http://www.gloucestershire.gov.uk/privatefostering</a></p> <p>Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children &amp; Families Front Door on <b>01452 426565</b> or Gloucestershire Private Fostering Social Worker <b>01452 427874</b>.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist of terrorist content online please report it via: <a href="https://www.gov.uk/report-terrorism">https://www.gov.uk/report-terrorism</a></i></p>	<p>Where there are concerns about radicalisation, the police are contacted on 101, who will talk to the child/family. All staff are requested to carry out the online Prevent training which includes how to spot the signs of radicalisation and extremism. A referral to the Channel programme might be made.</p> <p><b>Contact Special Branch via 101 Gloucestershire Safeguarding Children Partnership) <a href="http://www.gscp.org">www.gscp.org</a>. There is a GSCP PREVENT referral pathway.</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a> is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism.</li> </ul> <p>The 'Advice on the Prevent duty' written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>.</p> <p>Let's talk about it is an excellent website for parents <a href="http://www.ltai.info/">www.ltai.info/</a> as is <a href="http://www.preventtragedies.co.uk">www.preventtragedies.co.uk</a> While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
Child who run away	<p>Contact the Missing Persons Coordinator for Gloucestershire Police (tel: 101).</p> <p><u>ASTRA (Gloucestershire):</u> The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across</p>

	<p>Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
Sexting	<p><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting</a> (NSPCC website). Gloucestershire Police have a small sexual exploitation team. 'So you got naked online' is a sexting information leaflet produced for pupils by south west grid for learning. Pupils should be informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people, not the victims. In addition, <a href="#">Sharing nudes and semi nudes: advice for education settings working with children and young people</a> (www.gov.uk)</p>
Teenage relationship abuse	<p><a href="http://www.gov.uk">www.gov.uk</a> – <b>Home Office 'Teachers guide to violence and abuse in teenage relationships.'</b> All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none"> <li>• Young person's GDASS leaflet.</li> <li>• Lead GHLL Teacher for advice and support with curriculum resources (01452 427208)</li> <li>• Gloucestershire Take a Stand – <a href="http://www.glostakeastand.com">www.glostakeastand.com</a></li> <li>• Holly Gazzard Trust (local charity) – support worker.</li> </ul>
Trafficking	<p>Serious crime which must be reported (Gloucestershire LADO) and the Gloucestershire Police via 101. Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p>

### ROLE OF SCHOOL STAFF IN SUPPORTING CHILDREN

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting all pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services and Educational Psychology Service.
- Ensuring that where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. CSE; CCE; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into **four** areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material;
- Contact – being subjected to harmful online interaction with others users;
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm; and
- **Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.**

Through the SWGfL, the school ensures that appropriate filters and monitoring systems are in place. In addition, online safety is taught through a progressive curriculum throughout the school. RSE lessons may also include opportunities to teach children about online safety. The 360 safe online safety self-review tool is carried out regularly to ensure online safety arrangements are effective. **The School ensures online safety is a running and interrelated theme whilst devising and implementing policies and procedures.**

Staff have regular training in this area, as part of our overarching safeguarding approach. The school is a National Online Safety certified school (2021-2022) through which training is provided for staff (including specific training for DSLs, SENDCOs and Computing Subject Leaders) and for parents.

The school has an Online Safety Policy which outlines how staff and pupils can safely provide learning at home. **Further information can be accessed from KCSIE 2022 Annex D.**

## **NON-COLLECTION OF CHILDREN**

If a child is not collected at the end of the session/day, we will:

- Attempt to contact parents/carers in the first instance
- Attempt to contact the second named person for emergency contact provided by the parents/carers
- If unable to make contact with parent/carers, contact with the duty social worker will be made. The child will be kept safe in school until a decision is made by social worker

This may be recorded on a chronology of concern by a member of staff.

## **CHILDREN MISSING EDUCATION**

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 child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures set out in the table below.

A child is classed as missing education if they are:

- Of compulsory school age and
- Not on a school roll and
- Not receiving a suitable education otherwise than being at school, e.g. at home, privately or in alternative provision.

A child missing from education 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:
  - Has not taken up an allocated school place as expected or
  - Has 10 or more days of continuous absence from school without explanation or
  - Left school suddenly and the destination is unknown.

*Gloucestershire guidance states that children most at risk of missing education can be children from families: fleeing domestic violence; who are homeless e.g. living in temporary accommodation or houses of multiple occupancy or Bed and Breakfast; involved in anti-social behaviour; not yet established in the UK and may not have fixed addresses or be familiar with the education system; can be highly mobile, e.g. in the armed forces, Gypsy, Roma and Traveller families. They may be children who are: under the supervision of the youth justice system; affected by substance or alcohol misuse; unaccompanied asylum seekers; victims of bullying or discrimination; at risk of sexual exploitation, including children who have been trafficked to, or in the UK; at risk of 'honour' based violence including forced marriage – particularly 15-16 year old girls from Indian, Pakistani or Bangladeshi families; at risk of FGM; looked after children; children in care; privately fostered; young carers; teenage parents; permanently excluded from school. They may have: long term medical or emotional problems; parents with mental health issues; parents with learning difficulties.*

The following table sets out our school procedures for dealing with Children Missing Education.

<b>Registration</b>	Register is taken at 8.55 am and 1.25 pm (see Attendance Policy).  Daily absences are reported to the school office.
<b>Absences</b>	Parents must inform the school office by 10 am if their child is unable to attend school and repeat this on each subsequent day until their child returns.  Staff (usually the School Business Manager) will contact parents as soon as possible when a child fails to attend and where no message has been received to explain the absence.  <b>All unexplained absences must be followed up. If parents or an emergency contact cannot be contacted, the authorities must be contacted. This is for everyone's safety.</b>
<b>Child Missing from Education</b>	If a child on the school roll has: <ul style="list-style-type: none"> <li>• stopped attending and no contact can be made with the parent to establish a reason for the absence <b>or</b></li> <li>• ceased to attend the school and the forwarding address/new school is not known <b>or</b></li> <li>• not returned from holiday within 10 school days of the expected date of return</li> </ul> <p>the school should try to establish the family's whereabouts.</p> <ol style="list-style-type: none"> <li>1. Attempt to get in touch with all known emergency contacts (at various times of the day).</li> <li>2. Gather further information including details of siblings from other agencies and the wider school community.</li> <li>3. Home visit within 5 school days if appropriate.</li> <li>4. Social Media searches – e.g. contact details of a parent or school noted on Facebook.</li> <li>5. If the child is not located following checks, make a referral to the Local Authority, using the School CME Referral Form available on schoolsnet <b>no later than the tenth day of absence</b>. This should be emailed to <a href="mailto:missingpupils@gloucestershire.gov.uk">missingpupils@gloucestershire.gov.uk</a></li> </ol>

The Local Authority guidance on Children Missing Education and Missing pupils (family whereabouts unknown) is available to download from Schoolsnet. [www.gloucestershire.gov.uk/schoolsnet/children-missing-education](http://www.gloucestershire.gov.uk/schoolsnet/children-missing-education)

Gloucestershire Police (tel: 101).

### **CHILDREN WHO NEED A SOCIAL WORKER (CHILDREN IN NEED AND CHILD PROTECTION PLANS)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

We recognise that School has an important role to play in supporting our pupils' mental health and wellbeing. 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. Where mental health problems are identified by staff or parents, support is put into place; this might include ELSA sessions or other small group support. Referrals may be made to the school nurse, ATS or EP if required, or additional advice sought. More information can be found here: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

### **LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN**

A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Headteacher and DSL must ensure that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or

full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher is Sharon Cale who is responsible for working with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on The Role and Responsibilities of the Designated Teacher. <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how pupil premium plus funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We recognise that this group of children can face additional safeguarding challenges. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

As a result, some we recognise that some children will need additional pastoral support, e.g. working with the Pastoral Care teacher, Outdoor Learning sessions and other therapeutic interventions.

### **THE USE OF 'REASONABLE FORCE' IN SCHOOLS**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and includes a broad range of actions used by staff that involve a degree of physical contact to control or restrain children, from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. The School is proactive in planning positive behaviour support for more vulnerable children, in consultation with parents and carers, which can reduce the occurrence of challenging behaviour. Any use of reasonable force is recorded in the Red Numbered and Bound Book.

## **PART 2 - SAFER RECRUITMENT**

Amberley Primary School is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. The School's recruitment, selection and management processes are designed to help deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. We practice safer recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures. The Governing Body must act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. The school will continuously review and, where appropriate, modify its practice and procedure to strengthen its safeguards for children.

The Governing Body aims to promote and maintain a culture of awareness, openness, vigilance and one that is visibly intolerant of abuse and unsuitable behaviour through:

- The school's Safeguarding Policy and the Code of Conduct
- Acknowledging the potential for child abuse within a school
- Establishing clear standards and boundaries for staff and children
- The Code of Conduct and Whistle Blowing Procedures designed to encourage personnel to report concerns knowing that they will be investigated appropriately
- Providing opportunities within the curriculum for child protection issues to be discussed
- Providing advice and support to staff and volunteers on safeguarding of children and the opportunity to discuss relevant issues

These procedures are based on the DfE guidance 'Keeping Children Safe in Education' 2022.

Amberley Primary School will not discriminate against any person applying for a job vacancy at the school on grounds of sex, sexual orientation, religious belief, race, disability or age. Safeguarding principles outlined in these procedures will be applied for all posts, whether recruiting to fill a Headteacher, a teacher, supply teacher or support staff vacancy regardless of whether the post is full or part time, temporary or permanent. The Headteacher and one governor have completed Safe Recruitment training.

The Governing Body must ratify any move towards the filling of staff vacancies or the creation of a new post within school. The following personnel will be involved in the recruitment process:

- Teaching Staff: the Headteacher and at least two governors
- Support Staff: the Headteacher and at least one governor
- Headteacher: In the event of a Headteacher vacancy, the Chair of Governors will contact the Human Resource Department at Shire Hall for advice and support. At least three governors will be involved in the selection process

Interview panels will include at least one member who has undergone child protection training and has completed Safe Recruitment training. Currently this has been undertaken by Sharon Cale (Headteacher).

[Generic documents: The school will keep and regularly review a file of sample documents e.g. person specification, job descriptions; that can be amended to match the exact requirements of each individual recruitment exercise.](#)

#### **DBS checks:**

For all staff newly appointed to work at Amberley Primary School an enhanced DBS check with barred list information will be carried out. Such checks are appropriate for all persons engaging in 'regulated activity'. A person will be considered to be in 'regulated activity' if as a result of their work they:

- Will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- Will regularly work in the school at time when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor.

Where an individual starts work in regulated activity before the DBS certificate is available, they must be appropriately supervised and all other checks, including a separate barred list check, must have been completed.

A **supervised volunteer** who regularly teaches or looks after children is not in regulated activity, so a DBS check may not be necessary. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

For new volunteers in regulated activity, the school should obtain an **enhanced DBS certificate with barred list check**.

Where we allow an individual to start work in a regulated activity before the DBS certificate is available, we ensure that the individual is appropriately supervised at all times and that all other checks, including a separate barred list check, have been completed. (See Keeping Children Safe)

Supply teaching staff will not be employed at Amberley Primary School unless evidence of their Enhanced DBS clearance can be produced. In addition, supply staff, not from an agency, must also produce evidence of having been cleared by Gloucestershire County Council. The school will also obtain assurance from any agency, responsible for the recruitment of any supply teacher, that the volunteer has been properly vetted and deemed suitable to work with children.

Contractors, whose staff work regularly at the school or have direct contact with children, will be expected to have been subject to the appropriate level of DBS check. Contractors for whom an appropriate DBS check has not been undertaken should be supervised if they will have contact with children. Identity is checked on arrival at school. In addition volunteers, unknown to the school, may also be interviewed and references sought to ascertain their aptitude and suitability to work with children. For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment.

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Governors are required to have a DBS certificate. This change in legislation came into force in September 2016. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

No member of staff, volunteer or governor will be allowed to work with children if their Enhanced Clearance highlights any cause for concern with regard to the suitability of working with children.

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Where there are concerns about an existing staff member's suitability to work with children, relevant checks would be carried out, as if the person were a new member of staff.

School does not retain the original DBS certificate but will retain the DBS number alongside the evidence of obtaining the DBS on file.

The school recognises its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working in regulated activity, or would have been removed had they not left. In line with KCSIE 2022, the school should make a referral to the DBS as soon as possible after the resignation, removal or redeployment of the individual. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

### **Secretary of State Prohibition Orders**

A check of any prohibition must be carried out prior to the appointment of a teacher. A check of any prohibition can be carried out using the Teacher Services' system. (This includes any sanction or restriction imposed by the GTCE before its abolition in March 2012.)

### **Secretary of State Section 128 Direction**

A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school. A section 128 direction will be disclosed where an enhanced DBS check with barred list information is requested, provided that 'children's workforce independent schools' is specified in the parameters for the barred list check.

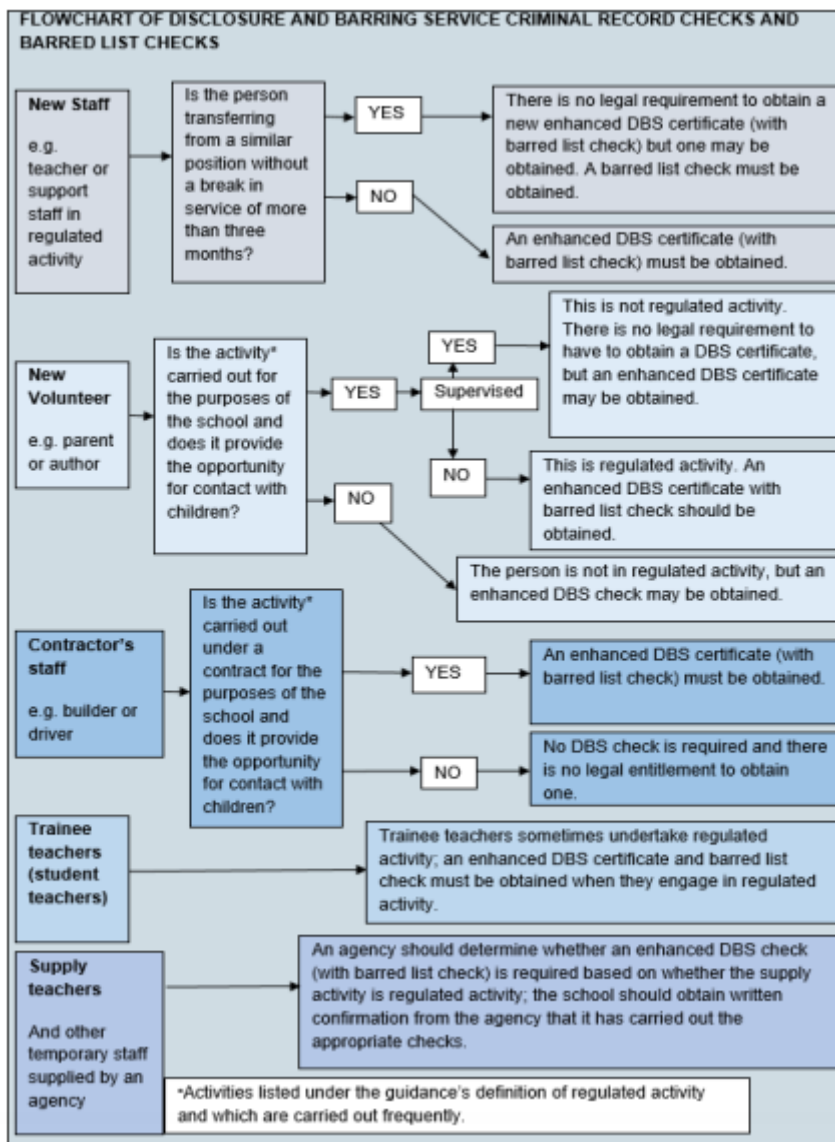
**The Single Central Record:** The single central record of all staff, agency and third party supply staff, volunteers and governors is maintained. The record provides evidence of whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- A Section 128 check (for governors);
- Further checks on people living or working outside the UK – this would include recording checks for European Economic Area (EEA) teacher sanctions and restrictions using the TRA Teacher Services' system;
- A check of professional qualifications; and

- A check to establish the person’s right to work in the UK (See Keeping Children Safe in Education);
- For agency and third party staff, the School must include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificates have been provided.

Checks for all prohibitions, sanctions and restrictions can be carried out by logging onto the Secure Access/DfE Sign-In Portal via <https://teacherservices.education.gov.uk/>. This system can be used to carry out a range of teacher status checks, including the verification of qualified teacher status (QTS) and the completion of teacher induction or teacher probation.

We recognise that the school does not need to keep a copy of DBS certificates in order to fulfil the duty of maintaining the single central record. To help the school to comply with the requirements of the Data Protection Act 2018 any copies are kept in line with our Retention Policy. A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications should be kept in the personnel file (see Keeping Children Safe in Education, 2022).



P65 Keeping Children Safe in Education 2022

The Job Advertisement: All job vacancies will be advertised. In addition to specifying the details of the post, it will include:

- A statement of the school’s commitment to safeguarding and promoting the welfare of children
- The requirement for a successful applicant to undertake an enhanced DBS check
- The statement that “the post is not exempt from the Rehabilitation of Offenders Act 1974 therefore all convictions, including those usually considered spent, must be declared”



- The Amberley Recruitment of Ex-Offenders Policy will be adhered to when appropriate

### Applicant's Information Packs

All applicants will be issued with an Information Pack comprising:

- A job description stating the main duties and responsibilities of the post – including the responsibility for safeguarding and promoting the welfare of children
- Person specification for teaching staff – specifying the essential and desirable criteria (for teaching staff, teaching assistants and business manager). The essential criteria will include the applicant's "suitability to work with children"
- A description of the selection and interview process: outlining short listing procedures, criteria for obtaining references and interview panel makeup
- A LA application form if appropriate for the post advertised
- Closing date for the receipt of applications

**Application forms:** All applications will be on an LA application form which is compliant with requirements set out in KCSIE, with a letter of application if that is considered appropriate.

Incomplete application forms will not be accepted but may be returned to the applicant for completion. Written information about previous employment history is sought and information is checked to ensure that it is not contradictory or incomplete. Clarification on any gaps in employment history or in the applicant's declaration regarding past criminal record, disqualification from working with children and/or inclusion on the barred list will be sought from applicants before shortlisting, however the school must be able to qualify the reason for any explanation or clarification it requests.

If an applicant provides false information on their application form the school will either:

- Reject the application
- Consider summary dismissal if the applicant has been selected
- Consider referral to the Teachers' Misconduct team or the Police, if appropriate

**Shortlisting:** Shortlisting will be based only on substantial information. Only applicants who have the essential requirements outlined in the person specification will be shortlisted. The criteria for selection will be consistently applied to all applicants. **Only** shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. This information should not be requested in the application form to decide who should be shortlisted.

Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

**Letter of invitation:** A formal letter will be sent to all shortlisted candidates (see example in Appendix 1) inviting them to attend an interview and of the requirement to bring documents to the interview confirming their identity and qualifications.

**References:** References will be scrutinised and any concerns resolved satisfactorily before appointment is confirmed, including for any internal candidates. References will be requested from two referees after shortlisting but, wherever possible, before the interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview. References should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague. One reference will be sought from the current or most recent employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the school, college, local authority or organisation at which they were employed. As best practice, if an applicant is not currently working with children, an additional reference will be sought from the employer of the last post where the applicant worked with children. Permission will always be sought from applicants before requesting references from current employers.

On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate. They should also be compared for consistency with the information provided by the candidate on the form. Any discrepancies should be taken up with the candidate.

Referees will be sent a copy of the job description and person specification (where appropriate) together with a set of reference questions (see Appendix 2) regarding:

- Referees relationship with candidate

- Candidates ability and suitability to perform the post and meet the person specification (where appropriate)
- Details of applicant's current post
- The candidate's suitability to work with children
- The candidate's performance history, conduct, attendance, disciplinary investigations and any proven disciplinary offences, whether time expired or not
- Whether the candidate has been the subject of any child protection concerns

Photocopied references, open testimonials or references provided by the candidate will not be accepted. Gaps in references provided will be followed up. If a referee refuses to provide a reference, the school will investigate why and seek an alternative referee. Where electronic references are received, we ensure that they originated from a legitimate source. A phone call is made to the referee to verify their identity – and the reference is signed and dated once this check is completed.

Evidence of permission to work in the UK and suitability for those who are not National of the European Economic Area (EEA) will be checked and verified. Appointees who are EU Nationals but have lived/worked overseas will be checked and verified for the relevant period.

**Evaluating references:** Upon receipt references will be checked against the application form for consistency with the information provided by the candidate. Discrepancies identified will be discussed with applicant at the interview.

**Interview questions and format:** Prior to the interview, the Headteacher, in consultation with the governors involved in the interview, will decide on the:

- Structure of the interview
- The questions to be put to each interviewee
- Questions asked by each interviewer
- The time allocation
- A procedure for evaluating the applicants at the end of the interviews

Candidates will all be asked the same opening questions. No questions which would discriminate directly or indirectly on grounds of sex, marital status, sexual orientation, race, religious belief, disability or age will be asked. In addition to assessing and evaluating the applicant's suitability for the particular post, a proportion of the questions will be designed to:

- Elicit responses which can be used to analyse the applicant's suitability to work with children
- Explore issues relating to the safeguarding and promoting the welfare of children

Questions to help measure safeguarding in the selection process are contained in Appendix 2.

The notes taken and documentation used in the interview process will form the formal record of why applicants were or were not selected. Notes and documents of the unsuccessful candidates will be retained for one year during which time they will remain confidential to the interview panel. At the end of this time the documents will be disposed of in a confidential manner. Notes and documents of the successful candidate will be filed in their personnel file.

**Documentary Evidence:** On the day of the interview all candidates will be asked to produce:

- Documentary evidence of identity e.g. photographic current driving licence, current passport or full birth certificate together with a utility bill or financial statement showing current name and address
- Documentary evidence of change of name e.g. marriage certificate
- Documentary evidence of educational and professional qualifications
- Evidence of permission to work in the UK and a certificate of good conduct from the applicant's home police force, if not a British citizen. (If there is uncertainty about whether an individual needs permission to work in the UK, then the school follows the advice on the GOV.UK website)
- An enhanced DBS check with a barred list information indicating there are no reasons why the candidate is unsuitable to work with children

Only original documentation or copies certified by the awarding body will be accepted. If those cannot be produced written confirmation of the qualification(s) should be obtained from the awarding body. Any foreign language documents must be accompanied by an authorised translation

The original documents will be photocopied on the day of the interview and the photocopies of the successful applicant will be endorsed and retained on the individual's personnel file.

Candidates who do not hold a current enhanced DBS check with a barred list information will be required to complete a DBS form for an enhanced disclosure.

The school will also check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.

The school will verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role (see section 60 of the Equality Act 2010).

**The selection process:** The selection process will always include a face-to-face (in person or virtual) interview. The timetable for interviews will allow sufficient time for the interviewing panel to discuss each candidate and prepare for the next interview. No personal feelings or assumptions should inform the interview or any decisions that are made afterwards.

**Feedback:** Feedback will be given to all candidates if requested. The feedback for the successful candidate will form the basis of their performance management plan.

**Conditional offer:** Any offer of appointment will be conditional on the satisfactory completion of all pre-appointment checks:

- Verification of a candidate's identity. Best practice is checking the name on their birth certificate. See <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines/id-checking-guidelines-for-dbs-check-applications-from-3-september-2018>
- DBS enhanced disclosure (with barred list check for those engaging in a regulated activity). New staff are encouraged to join the Update Service as part of their employment contract.
- Verify the person's right to work in the UK, including EU nationals <https://www.gov.uk/check-job-applicant-right-to-work>
- Overseas criminal record check received (where necessary)
- **Medical clearance (a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;**
- Educational and professional qualifications. The Teacher Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation
- Ensure that the candidate is not subject to a prohibition order issued by the Secretary of State
- Ensure appropriate checks are carried out to ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8 are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

All information will be recorded in the school's central record. All information will be held in accordance with the Data Protection and Freedom of Information Acts.

**Induction:** Once an appointment has been made the newly recruited member of staff will undergo an induction process. The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer but will be designed to:

- Highlight the conduct expected of staff
- Support each individual in a way that is appropriate for the role for which they have been engaged and their individual experience
- Provide training and information regarding the school's policies and procedures, including child protection, whistle blowing, restraining children and code of conduct
- Ensure new staff members know who is the Designated Safeguarding Lead and Deputy DSL and to provide child protection training appropriate to the person's role
- Provide an opportunity to recognise any concerns or issues the about the person's suitability at the outset and act on them immediately

New staff will be given the school's 'Quick Reference Guide to Safeguarding' and will be shown a powerpoint about safeguarding children (found on the GSCP website and on the school's website) within 7 days of starting their new role. Online safeguarding training, via the GSCP website, will be organised as soon as possible, prior to the usual three-yearly whole staff training (unless the staff can provide proof of relevant recent safeguarding training).

All Early Career Teachers, in addition to the school's induction process, will undergo a support programme for ECTs.

**Proactive monitoring:** The school's recruitment and induction processes will be regularly reviewed to identify areas for improvement and will include:

- Examining staff turnover
- Conducting exit interviews
- Assessing the effectiveness of the school's safeguarding training

## **CONTRACTORS**

Where a contractor is used to provide services, safeguarding requirements should be set out in the contract between the organisation and the School. Any contractor will be subject to the appropriate level of DBS check. Contractors engaging in regulated activity relation to children will require an enhanced DBS check.

## **CHECKING THE IDENTITY AND SUITABILITY OF VISITORS**

All visitors in a professional capacity will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## **PART 3 – ROLES AND RESPONSIBILITIES**

### **All Staff**

All staff will read and understand part 1 and **Annex B** of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy (DDSL), the behaviour policy, and the safeguarding response to children who go missing from education
- 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
- 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
- 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 while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

All staff members are required to undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

### **Role of the Designated Safeguarding Lead (See the DSL Job Specification, published on the school website)**

The designated safeguarding lead is responsible for safeguarding and child protection (including online safety). Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions, and/or supporting other staff to do so, and contributing to the assessment of children.

### **a. Managing referrals**

The DSL is expected to:

- Refer all cases of suspected abuse to the Children and Families Front Door (or other relevant body, e.g. Channel programme, Disclosure and Barring Service) and act upon the advice given, and support staff who make such referrals directly. This may involve escalation to the LADO and/or police.
- Liaise with the headteacher (where DSL is not headteacher) to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

### **b. Working with others**

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a point of contact with the safeguarding partners.
- Liaise with other professionals (e.g. ELSA/ mental health lead) when safeguarding concerns are linked to mental health
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children.
- The DSL will liaise with the local authority case managers and designated officers for child protection concerns as appropriate.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement in school.

### **c. Information sharing and managing the child protection file**

The DSL is responsible for ensuring that child protection files are kept up-to-date. Information should be kept confidential and securely. Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

When children leave the school, the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit, and confirmation of receipt should be obtained.

### **d. Raising Awareness**

The DSL should:

- Ensure each member of staff has access to and understands the school's Safeguarding Child Protection Policy and procedures
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the Safeguarding 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 in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, with staff updates taking place at least annually; and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school staff.

### **e. Training, knowledge and skills**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- 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
- Understand the importance of the role the DSL has in providing information and support to children's social care in order to safeguard and promote the welfare of children

- Understand the lasting impact trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Be alert to the specific needs of children in need, those with special educational needs and disabilities, those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school 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
- Can recognise the additional risks that children with special educational needs and disabilities face online, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses

#### **f. Providing support to staff**

Training should support the DSL in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters, including during the referrals processes and to consider how safeguarding, welfare and educational outcomes are linked, including to inform provision of academic and pastoral support.

#### **g. Understanding the views of children**

It is important that children feel heard and understood. Therefore, the DSL should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

#### **h. Holding and sharing information**

The DSL should be equipped to:

- Understand the importance of information sharing, both within the school and with other schools on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

### **Role of the Governing Body**

It is the role of the Governing Body to ensure that the policies, procedures and training in school are effective and comply with the law at all times. The Governing Body has strategic leadership responsibility for the School's safeguarding arrangements and must ensure that the School complies with its duties under legislation. It should ensure that:

- There is 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.
- All systems operate with the best interests of the child at heart and that there are suitable systems and means by which children can say what is happening to them and know that they will be heard.
- All Governors will read Keeping Children Safe in Education.
- That all staff understand and discharge their role and responsibilities relating to safeguarding, including procedures with regard to child on child abuse.
- The school contributes to inter-agency working and complies with the law, holding the Headteacher to account for its implementation.

- The school has safeguarding practices which take into account the procedures and practice of the Gloucestershire Safeguarding Children Partnership (GSCP)
- A member is nominated to liaise with the local authority on issues of safeguarding
- The chair of governors will act as 'case manager' in the event that an allegation of abuse is made against the headteacher
- An effective Safeguarding Policy, Code of Conduct, Behaviour Policy are in place and implemented effectively, including being available on induction, and ensure appropriate action is taken in a timely manner to safeguard children and facilitate a whole school approach to dealing with any concerns.
- The Safeguarding Policy is available on the website and is updated annually
- An appropriate senior member of staff from the school leadership team is appointed to the role of DSL
- A designated teacher to promote the educational achievement of children who are looked after is appointed and that the member of staff receives appropriate training
- Appropriate training is completed by all staff (including online safety) at least annually, and that all staff undergo safeguarding and child protection training (including online safety) at induction.
- Whilst considering training requirements, the Governing Body should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- Safeguarding is covered in the school curriculum, e.g. through PSHE, SRE and online safety lessons. The Governing Body should also recognise that a more personalised and contextualised approach may be needed for more vulnerable children, victims of abuse and some SEND children.
- Statutory responsibilities to check staff who work with children are adhered to and that volunteers are appropriately supervised. This includes DBS and Prohibition checks
- Safer recruitment practices are followed alongside guidance from KCSIE, Part 3- 2022
- The Single Central Record is kept up-to-date
- That personal information is processed fairly and lawfully, with regard to the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and that information is held safely and securely.
- There are procedures in place to handle allegations against members of staff and volunteers – e.g. referring cases to the Local Authority Designated Officer, as well as against other children
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.

The Governing Body should recognise that some groups of children are potentially at greater risk of harm and that these children may require extra pastoral support and attention: children who need a social worker (Child in Need and Child Protection Plans); children missing from education; elective home education; children requiring mental health support; looked after children and previously looked after children; care leavers; and children with special educational needs and disabilities or physical health issues.

All governors are required to have an enhanced criminal records certificate from the DBS. **New governors are required to receive training which equip them with knowledge to provide strategic challenge, which is regularly updated.** It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so governors do not need a barred check list unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA) Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

Associate members are appointed by the governing body to service on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.

### **Role of the Headteacher**

The headteacher is responsible for the implementation of this policy, including:

- Facilitation of a whole school approach to safeguarding whereby safeguarding and child protection underpin all relevant policy and processes.
- Ensuring staff understand and follow policies and procedures agreed by the Governing Body.
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding training and update this regularly.

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.

#### **PART 4: ALLEGATIONS MANAGEMENT**

##### **Allegations which may meet the harms threshold**

In order to manage allegations against child care professionals, every Local Authority appoints a Local Authority Designated Officer (LADO). A 'case manager', the Headteacher or, where the Headteacher is the subject of an allegation, the chair of governors, will lead any investigation and refer to the LADO if appropriate. The LADO should be alerted to all cases where allegations may meet the harms threshold, in which it is alleged that a person who works with children has:

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

In this context, the term "professional" includes paid employees, volunteers, casual/agency staff and self-employed workers who will have contact with children as a part of their role. It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

The LADO ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

In Gloucestershire the LADO is **Nigel Hatten**, the Allegations Management Co-ordinators. Nigel can be contacted on 01452 426994 or [nigel.hatten@gloucestershire.gov.uk](mailto:nigel.hatten@gloucestershire.gov.uk)

If you have any concerns relating to the conduct of another member of staff or volunteer, please refer to the Allegations Management procedure (see below). In the first instance, the headteacher or chair of governors – who become the 'case manager' - should immediately discuss the allegation with the LADO (currently Nigel Hatton, GSCP, 01452 426994), so that a course of action can be agreed. We follow the guidance set out in 'Keeping Children Safe in Education' 2022, when dealing with any allegations against teachers and other staff.

Where there are concerns about the headteacher, this should be referred to the chair of governors.

##### **Allegations Procedure:**

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

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children (including supply staff) and that concern could amount to:

- a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.

Then that professional should:

1. Report their concerns to the most senior person not implicated in the allegation.
2. Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.
3. Seek advice before proceeding – Initial Discussion



Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

#### 4. Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records.

Effective support for the individual facing the allegation or concern should be provided, including appointing a named representative to keep them informed of the progress of the case and considering what other support is available. This could include encouraging staff to contact union representatives, the counselling service offered by SAS and/ or encouraging them to see their GP.

Inform the parents/ carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Where police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

*The following definitions should be used when determining the outcome of allegation investigations:*

- **Substantiated** - there is sufficient evidence to prove the allegation
- **Malicious** - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False** – there is sufficient evidence to disprove the allegation.
- **Unsubstantiated** – there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence; or
- **Unfounded** – to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Any further action will be taken if necessary in consultation with the LADO, and information provided by the police and/or social care.

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. They should not be included in employer references. However, for all other allegations, it is important that information is kept on file of the person accused to enable accurate information to be given in response to any future request for a reference.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to children's social care may be appropriate. If a

report is shown to be deliberately invented or malicious, the School should consider whether any disciplinary action is appropriate against the individual who made it.

Settlement agreements will not be used where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children.

**Supply Teachers** In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where disciplinary procedures do not fully apply. However, the school will ensure that allegations are dealt with properly and liaise with the LADO to determine a suitable outcome. When using an agency, the agency would be informed and invited to any necessary meetings.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously. Whistleblowing procedures are in place for such concerns to be raised. See the NSPCC whistleblowing helpline (0800 028 0285) if staff do not feel able to raise concerns regarding child protection failures internally:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk and in consultation with the LADO, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

## **Specific actions**

### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Secretary of State (via the Teaching Regulation Agency) to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.
- Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

### **Concerns that do not meet the harm threshold**

'Low-level' concerns is any concern – no matter how small, and even if now more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of a school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. This could include, but is not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Using inappropriate sexualised, intimidating or offensive language.

Low-level concerns should be shared responsibly and with the right person (the DSL or DDSL), and recorded and dealt with appropriately, as part of a culture of openness, trust and transparency in which the School's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Staff are encouraged to self-refer where, e.g. they found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns should be recorded in writing by the DSL or DDSL. The record should include details of the concern, the context to which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted. Records will be held securely and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and if training is required to minimise the risk of it happening again.

Useful websites:

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.gscp.org.uk](http://www.gscp.org.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.GOV.UK](http://www.GOV.UK)

[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk) educateagainsthate.com

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

Information about specific safeguarding issues can be found on:

<https://www.gscp.org.uk/i-work-with-children-young-people-and-parents/safeguarding-in-education/>

Useful phone numbers:

Children's Help Desk: 01452 426 565 (For when you think a child or young person is being harmed or is at risk of being harmed.)

Childline 0800 1111

NSPCC 0800 800 5000

Family Lives Helpline 0808 800 2222

Safeguarding Children Service: 01452 583629

Gloucestershire Domestic Abuse Support Service – Professional number 01452 726561

### Child Protection Summary

<p style="text-align: center;"><b>Staff member has concerns</b> <b>Consult with Designated Person</b></p> <p>Share their concerns with DSL, Sharon Cale, or in her absence, Sam Russell, to help clarify the nature of their concerns and complete a Log of Concern (CPOMs or paper copy). Forms are available on the Safeguarding noticeboard in the staffroom. Where neither the DSL or the Deputy DSL is available, staff may share concerns with the DSL of a school within our cluster.</p>
<p style="text-align: center;">In most cases where you have a concern but are unsure about how to proceed, contact</p> <p style="text-align: center;"><b>Children's Help Desk:</b> <b>01452 426 565</b> and ask to speak to a social work practitioner</p>
<p style="text-align: center;">Remember to use the 'resolution of professional differences (escalation)' procedures if you are left feeling that the response from social care has not addressed your concerns for the child (displayed on the Safeguarding noticeboard in the staffroom).</p>
<p style="text-align: center;">Advice about procedural issues including using the resolving professional differences procedures can be obtained through the <b>Safeguarding Children Service: 01452 583629</b></p> <p style="text-align: center;">For out of hours social work advice please contact <b>Emergency Duty Team: 01452 614194</b></p>

Nominated Governor for Safeguarding – Jo Wood

**Guidance to support staff /volunteers if they have a child protection suspicion or concern. It is important to remember:**

1. Take what the child says seriously. Allow them time to talk freely and do not ask leading questions.
2. React calmly because over-reacting can frighten children and compound feelings of guilt.
3. Tell the child that they are not to blame and that they have done the right thing in telling you. Children are the victims of child abuse, never the cause.

4. Explain to the child what will happen next and that you will have to pass the information on. Do not promise to keep it a secret.
5. Check your understanding with the child of what has happened if you are not clear about what the child is telling you.
6. Keep questions to a minimum and never lead the child, as leading questions may invalidate a child's testimony in court.
7. Use the words the child uses.
8. Record your conversation with the child as soon as possible after the event in the child's own words. Stick to the facts, and do not put your own judgement on it. Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to the Front Door and/or police directly and tell the DSL as soon as possible that you have done so.

### **Some Dos and Don'ts**

1. Be alert to signs of abuse and neglect. It can happen anywhere.
2. Be prepared to react calmly. Children are more likely to allow you to help them if you are prepared to listen and appear not to panic.
3. Keep a clear record of your concerns and what action you took.
4. Consult Social Services if you are in any doubt
5. Do not promise the child that you will not tell anyone else. Instead explain to them that to stop the abuse you will need to talk to other people.
6. Do not try to deal with the problem alone. Children are best protected when all agencies.

## **Appendix 1 – Sample letter**

Dear Candidate,

TITLE: Year 2/3 class teacher

Following receipt of your application form you have been short listed for the above post and are therefore invited to an interview on (date).

The interview will take place at (time). and will be held at the school. You will be met on your arrival at the main reception.

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information.

The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

The panel will comprise of myself, as the headteacher, (name) chair of governors and (name) governor.

The interview will take place as follows:

10.30 am	Panel Interview	(number) minutes
11.15 am	Questions from panel and candidate	(number) minutes
12.00 noon	Presentation	(number) minutes

With regard to the presentation, we will make a flip chart and interactive white board available but please do not hesitate to contact us if you require other equipment or resources.

The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation.

Please also bring with you original documents confirming your qualifications gained and an original document verifying your identity, i.e. a valid passport or driver's license.

I would be grateful if you could contact our Business Manager (name) on 01453 833191 to confirm your attendance at the interview and whether you require any other equipment or resources for your presentation. If you have any questions/queries relating to the selection process he/she will be happy to respond to them.

I look forward to meeting you on (date).

Yours sincerely Headteacher

**Appendix 2 An example of reference questions including relating to safeguarding**

**STRICTLY CONFIDENTIAL: REFERENCE REQUEST FORM**

1. APPLICANT'S NAME AND POSITION APPLIED FOR	
Request for reference in respect of:	
Post applied for:	

2. APPLICANT DETAILS & POSITION WITH YOUR ORGANISATION		
a) In what capacity did you employ the applicant?		
b) Dates of the applicant's employment with you:	From	To
(MONTH/YEAR)		
c) How long have you known the applicant?		
d) In what capacity do you know the applicant?		
e) Main duties and responsibilities of applicant's role with your organisation:		
f) How would you assess the applicant's performance in their work with your organisation? Comment:		
<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Requires improvement <input type="checkbox"/> Very poor		
g) Please provide details of any areas needing improvement and any action taken or support provided:		
h) Why did/does the applicant leave/wish to leave your organisation? It was her final teaching placement.		

3. ABSENCE [NOT SICKNESS-RELATED: E.G. FOR PERSONAL MATTERS OR UNATTRIBUTED REASONS] [The Equality Act 2010 prohibits prospective employers from asking about a candidate's health, sickness record or health-related matters prior to making an offer of employment]	
Please give details of absences <u>unrelated</u> to sickness in the applicant's most recent two years of employment with you:	
a) How many <u>days</u> of absence from work did they take in total?	
DAYS / DETAILS 0	
b) How many <u>episodes</u> of absence did they have?	
PERIODS / DETAILS 0	

4. SALARY & SERVICE	
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Most recent salary scale	N/A
Most recent scale point	N/A
Most recent gross annual salary	N/A

Additional payments type	N/A
Additional payments value	N/A
Length of continuous service	N/A

<b>5. SUITABILITY FOR THE POST APPLIED FOR</b> <i>[PLEASE REFER TO ATTACHED JOB DESCRIPTION IF SUPPLIED]</i>	
Do you believe the applicant has the ability and is suitable to undertake the position applied for?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Would you re-employ the applicant? (If No, please give reason briefly)	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>6. SAFEGUARDING, TRUST, CAPABILITY &amp; DISCIPLINE</b> <i>[YOU HAVE A LEGAL DUTY TO ENSURE THAT ALL INFORMATION YOU PROVIDE IS COMPLETE &amp; ACCURATE]</i>	
a) Has the applicant ever been the subject of any child protection, safeguarding or welfare allegations, concerns or investigations? If Yes please give full details including outcomes, even if concerns were fully resolved.	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) Do you know of, or have reasonable grounds to suspect, any reason why the applicant may not be suitable to work with children? If Yes, please provide details.	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Did the applicant hold any position of special trust or responsibility? If Yes, please give details.	<input type="checkbox"/> Yes <input type="checkbox"/> No
d) Has the applicant ever been the subject of any disciplinary or capability actions (including any which are "expired") or are they subject to any investigation or disciplinary process that is still current? If Yes please give details.	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>7. PERSONAL EVALUATION</b>	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>ADEQUATE</b>	<b>INADEQUATE</b>	<b>VERY POOR</b>
Plans, structures and prioritises own work					
Learns from situations and past experience					
Able to work on own initiative					
Attention to detail					
Works hard to achieve objectives and goals					
Resilience under pressure					
Interaction and relationships with children					
Interaction and working relationships with other adults					
Ability to work as a member of a team					
Actively seeks solutions to problems independently					
Refers problems upwards when appropriate					
Seeks ideas for improvement					
Focuses on benefits to both self and others					
Professional and personal values, integrity & honesty					
Punctuality and commitment					

<b>8. TEACHING POSTS ONLY</b>	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>ADEQUATE</b>	<b>INADEQUATE</b>	<b>VERY POOR</b>
Teaching ability (with reference to Teachers' Standards)					
Lesson planning & preparation					
Classroom & behaviour management					
Initiative and leadership					
Interest & willingness to undertake extra-curricular activities					
Subject leadership					

<b>9. ADDITIONAL COMMENTS</b>
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<b>10. DETAILS OF THE PERSON COMPLETING THE FORM</b>
--

Name:

Email:

Organisation:



Position:

Date:

Tel No:

Signed