# Policy Statement for Safeguarding and Child Protection

(Safeguarding and promoting the welfare of pupils)

**Designated Safeguarding Lead:**

Liz Geller

Policies to refer to and cross-reference:

- Online Safety, Staff Behaviour Code and Procedures
- Dealing with Allegations of Abuse, Anti-Bullying & Hate, Behaviour, Attendance, SEND, Off-Site Visits
- GDPR Data Protection, Sex & Relationship Education, British Values statement

## Change History

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<th>Change</th>
<th>Summary of Key Changes</th>
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<tr>
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Consultation & Dissemination

Nailsworth CofE Primary School recognises its responsibility, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children. This policy has been developed by the Designated Safeguarding Lead and Designated Child Protection Governor in consultation with the governing body, staff and SENDCO. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: Keeping Children Safe in Education (2019); Working Together to Safeguard Children (2018); Gloucestershire Safeguarding Children Board Revised Guidance – Working Together to Safeguard and Promote the Welfare of Children in England (July 2018); Gloucestershire Child Protection procedure documents (2018). We recognise the value of the staff contributions to shaping this policy as they manage safeguarding concerns on a daily basis. The policy is available to staff, volunteers, parents and carers through the school website, as a hard copy upon request at the school office and for staff in a central intranet folder.

1. Introduction

At Nailsworth CofE Primary School it is our priority to keep your children safe. We will therefore:

- Make sure our school is a place where children feel safe, are encouraged to talk, and are listened to.
- Make sure children know that there are adults in the school who they can talk to if they are worried.
- Help children to develop the skills they need to recognise and stay safe from abuse (including online abuse).

Nailsworth C of E Primary School fully recognises its responsibilities for child protection.

We recognise that because of our day to day contact with children, the staff at Nailsworth CofE Primary School are well placed to observe the outward signs of abuse, changes in behaviour and development. Safeguarding and promoting the welfare of children is everyone’s responsibility and all staff should be alert to possible concerns being raised. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding children.

All school staff receive child protection training, Prevent training and FGM training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.
In order to fulfil our responsibility effectively, all staff, volunteers and governors should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child, share information and take prompt action.

We believe that our school vision provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and that we always act in the best interest of the child.

We believe the welfare of the child is paramount and that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Our policy applies to **all** staff, governors and volunteers working in the school and **MUST be read during induction**.

All staff **MUST** also read Part 1 & Annex A of *Keeping Children Safe in Education* (2019)
All staff **should** also read *Working Together to Safeguard Children* (2018) and *What to do if you are Worried a Child is Being Abused - Advice for Practitioners* (2015) (all available on the staff OneDrive and linked to in Appendix E).

2. **Our Safeguarding Leads**

   Photos are on the website and around school in prominent places:

   Designated Safeguarding Lead (DSL): Elizabeth Geller, Headteacher
   Deputy Designated Safeguarding Lead: Mark Davis, Inclusion Manager
   Deputy Designated Safeguarding Lead: Sarah Edwards, Business Manager
   Nominated Safeguarding Governor: Peter Holmes

   Early Help Coordinator: Mark Davis, Inclusion Manager
   Family Link Worker: Thrive Practitioners
   SENDCO: Mark Davis, Inclusion Manager
   Designated Children in Care Lead: Liz Geller, Headteacher
   Nominated Children in Care Governor: Peter Holmes

   The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, neither the designated safeguarding lead nor deputies are available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. The child’s safety is paramount.

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3. Rationale

Our aims:

- To raise awareness of child protection issues and equipping staff, volunteers and children with the skills needed to keep them safe.
- To outline our offer of Early Help to help prevent children from being at risk of significant harm:
  - protecting children from maltreatment;
  - preventing impairment of children’s health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
  - taking action to enable all children to have the best outcomes.
- To identify children in need of extra help or at risk of significant harm, including knowing signs of abuse and what to look for.
- To make referrals to Gloucestershire Safeguarding Children Board (GSCB), using GSCB Procedures Manual & completing a MARF (Appendix E), to access support from Children’s Social Care and Gloucestershire Multi-Agency Safeguarding Hub (MASH) and supporting the safeguarding professionals in making their decisions.
- To support pupils who have been abused in accordance with their agreed child protection plan
- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Establishing a safe environment in which children can learn and develop.

4. Roles and Responsibilities

4.1. The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) for Child Protection (or Deputy) is responsible to the Chair of Governors. The DSL is responsible for raising awareness of safeguarding and child protection issues and ensuring ongoing vigilance throughout the staff team, as well as ensuring their own training and knowledge of safeguarding and child protection issues are up to date. Specific aspects of the role are:

- To take the lead responsibility for safeguarding and child protection.
- To lead and work as a team in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the setting, ensuring that...
the Safeguarding & Child Protection Policy is reviewed annually by the Governing Body and that each member of staff has access to and understands the policy and procedures, especially new and part time staff.

- To undertake appropriate Child Protection Training at least every 2 years, Prevent awareness training, Female Genital Mutilation (FGM) training and keep up to date with developments, including online safeguarding developments, relevant to their role via, for example, e-bulletins and meeting other DSLs, at regular intervals (at least annually) in order to:
  o Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
  o Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so. Ensure each member of staff has access to and understands the school’s Child Protection Policy and Procedures, especially new and part time staff.

- 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

- In addition, the DSL should recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

- Ensure that all staff attend safeguarding and child protection training and receive updates, at least annually, via emails, staff meetings or e-bulletins to keep their skills and knowledge up to date.

- To receive and coordinate referrals, arranging action and reviewing services for children and families.

- To implement and oversee our offer of Early Help to ensure that staff and volunteers work to prevent safeguarding problems arising by identifying signs at an early stage.

- To follow the appropriate GSCB safeguarding procedures, as relevant to the case, and as prescribed at [http://www.gscb.org.uk/handbook/](http://www.gscb.org.uk/handbook/) and on the GSCB ‘live’ safeguarding site: [https://www.proceduresonline.com/swcpp/gloucestershire/index.html](https://www.proceduresonline.com/swcpp/gloucestershire/index.html) The DSL must also keep up to date with any amendments to these procedures by registering for email notifications.

- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection (a Child Protection Tracker for each child/family is held on the school’s secure cloud server accessed only by Child Protection trained key members of staff). Ensuring that all records are forwarded to any new school the child may attend.

- To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
• To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
• To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
• To ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting, from planning and intervention meetings, are successfully carried out and monitored.
• To liaise with the Head Teacher (currently the head teacher is the DSL) to inform him of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
• To 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.
• To ensure that the setting is always presented positively, within and beyond the school, and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might take to protect them.

Accountability of the Designated Safeguarding Lead:
The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.

The DSL will:
• Work closely with the three safeguarding partners (the Local Authority, the chief officer of Gloucestershire Police and the clinical commissioning group) and other relevant agencies and services to promote the welfare of children and protect them from harm.
• Follow GSCB safeguarding procedures and work closely with commissioning Children and Families Social Workers, along with developing links with and utilising resources of the community as part of agreed plans for children.
• Attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children’s Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
• Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the setting.
• To maintain confidentiality at all times.
• To contribute to service development, including responsibility of the delivery of new staff induction package and arrangements for all staff training.
• To liaise and co-ordinate with colleagues within our own setting and outside organisations regarding the Graduated Pathway of Early Help and Support and to coordinate and monitor all referrals and recommendations within the setting.

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• To provide a coordinated offer of early help and contribute to inter-agency plans to provide additional support to children subject to child protection plans.
• To take a **contextual approach** to safeguarding, considering the context within which incidents and/or behaviours occur; whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare and providing this information as part of any child’s social care assessment. This will allow any assessment to consider all the available evidence and the full context of any abuse.
• To allow access for children’s social care from the local authority and, where appropriate, from a placing local authority, so that they can conduct, or consider whether to conduct, a section 17 or a section 47 assessment
• Identify vulnerable children within the setting, using a matrix of risk factors, and ensure that all staff are made aware of who these children are.
• Ensure child protection files are transferred to new schools as soon as possible, via secure transit with confirmation of receipt being obtained. This should be transferred separately from the main pupil file.
• In addition, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving (e.g. to provide a continuum of support for victims of abuse).
• Under the context of ‘Opportunities to teach safeguarding’ the DSL must ensure there’s the following subjects are taught (mandatory) from September 2020:
  1. Relationships education (for all primary schools)
  2. Health education (for all pupils in state-funded schools)

**The DSL’s general Duties are:**
• To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
• To ensure that the Section 175 Audit published by GSCB is completed annually and returned by deadline and reviewed regularly.

The **Deputy Designated Safeguarding Leads (Deputy DSL)** are trained to the same standard as the DSL and, in the absence of the designated person, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, a deputy will assume all of the functions above. The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead however, during school hours, in term time, a Deputy DSL may be the first point of contact for staff in the school to discuss any safeguarding concerns.

**Procedures & Duties:**
The school follows the child protection procedures as set out by the GSCB. This page links to ‘live’ documents that are frequently updated and is not to be printed: [https://www.proceduresonline.com/swcpp/gloucestershire/index.html](https://www.proceduresonline.com/swcpp/gloucestershire/index.html)
Key documents are also held here: [http://www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)
We also take account of the latest guidance issued by the Department for Education - currently *Keeping Children Safe in Education Sept 2018* and *Working Together to Safeguard Children July 2018* (both linked to in Appendix E of this policy and available on the staff OneDrive).

### 4.2. Governors' Responsibilities

The governing body have a statutory duty to ensure that policies, procedures and training in school are effective and comply with the law at all times so that appropriate action can be taken in a timely manner to safeguard and promote children’s welfare. The governing body uses the contents of the statutory guidance *Keeping Children Safe in Education* (2018) to perform this role.

Responsibilities also include, but are not limited to:

- Ensuring that the school works together with other agencies to provide adequate arrangements within our school to identify, assess and support those children who are suffering harm.
- Recognising the importance of information sharing between the school, local agencies, the three safeguarding partners and other practitioners and ensuring that there is a clear process in place that sets out the principles of information sharing.
- Ensuring that staff who need to share ‘special category personal data’ are aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Ensure this Safeguarding and Child Protection policy is updated annually (as a minimum) and is available publicly via the school website and within the school reception area.
- Ensure the Staff Behaviour Code and Procedures is up to date and comprehensive.
- Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Put clear policies in place for dealing with allegations against people working with children within the school.

All Governors are subject to an enhanced criminal records check from the DBS and where they engage in regulated activity a barred list check will be carried out. Governors are also subject to the Secretary of State’s Section 128 check which could result in disqualification from holding or continuing to hold office as a governor.
Designated Safeguarding Governor

The school governing body ensures that we have a nominated governor lead role for child protection and safeguarding, including:

- Championing child protection issues within the school and liaising with the Headteacher (the DSL)
- Prioritising the welfare of children and young people and creating a culture where the staff team are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that children are taught about how to keep themselves safe, including online.
- Having an overview of the Safeguarding and Child Protection Policy, and all related policies, including the Staff Behaviour Code and Procedures and online safety policy in order to ensure appropriate and timely action is taken to safeguard and promote children’s welfare.
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headteacher and reporting back to the full governing body.

4.3. The School’s Responsibilities

- The school will notify the appropriate Children’s Social Care Team if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- The school will keep admission registers up to date with accurate pupil details, check daily registers and inform the Education Performance and Inclusion team (EPI) at Gloucestershire County Council of any unexplained pupil absences of ten or more consecutive days.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and learning from serious case reviews.
- Ensure that any allegations against members of staff with a potential child protection aspect are dealt with following Gloucestershire procedures (see Appendix A: Escalation Procedures and Flow chart and also Appendix E for Gloucestershire Safeguarding Procedures & link to Gloucestershire Allegation Management). All such concerns are to be dealt with urgently, with concerns about staff to be reported to the Headteacher; concerns about the Head reported to the Chair of Governors.
- Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out.
- Ensure that other school policies which have a safeguarding element (e.g. online safety, health and safety, anti-bullying & hate, staff behaviour code and procedures, behaviour, off-site visits) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy.
- The Governing Body along with the Headteacher, Business Manager and DSL will carry out an annual child protection and safeguarding audit, and track progress against a
safeguarding action plan, reviewed mid-year, using the Gloucestershire Local Authority Annual School Safeguarding Audit return as a starting point.

- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school’s Safeguarding and Child Protection Policy on the school website and making hard copies available upon request.

**4.4. Staff Responsibilities**

- Undertake and engage with regular training in Child Protection and Safeguarding, including online safety.
- Be aware of school’s procedures and guidelines for safeguarding.
- Be able to identify signs and symptoms of abuse
- Be able to identify children in need of extra help or at risk of significant harm.
- Be aware that safeguarding issues can manifest from peer on peer abuse and children missing education (CME).
- Be able to support social workers in making decisions.
- Be able to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members. In the case of any concerns about the Head/DSL this should be reported to Gill Saville (Chair of the Governing Body)
- **Teaching staff have a statutory duty to report to the police** where they discover (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions (see Appendix A: Child Protection Procedures and Appendix D for detailed guidance).
- Know how to make referrals to the Front Door (the children’s helpdesk) to children’s social care (using a MARF – Multi-Agency Referral Form) 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 knowing the role they might be expected to play in such assessments.
- Know how to escalate a concern about a child, if a staff member feels a concern is not being addressed adequately (see Escalation Procedure and Flow Chart, Appendix A).
- Monitor and report as required on the welfare, attendance and progress of all pupils.
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLS.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
• If staff are unsure about any child related concerns or any aspects of safeguarding, they should always speak to the designated safeguarding lead or deputy.

If anyone thinks a child or young person is at immediate risk of significant harm they should contact the Children’s Practioner Advice Line (at Gloucestershire Services Safeguarding Board) on 01452 426565. In an emergency always call 999. In the case of needing medical help fast dial 111. Anyone can make a referral and this must be done without delay. All incidents must be reported to the DSL. In an emergency situation, reporting to the DSL can be either before or as soon as possible after the call is made. The child’s safety is paramount.

5. Safer Recruitment

We operate safer recruitment procedures in line with Government guidance by making sure that at least one person on every recruitment panel has completed Safer Recruitment Training. This person will normally be the Designated Safeguarding Lead and in addition at least one member of the governing body will also complete Safer Recruitment. Training will be renewed every five years.

All staff and volunteers are formally checked for their suitability to work with children, using the Disclosure and Barring Service. Additional checks will be carried out to ensure that teachers are not prohibited from teaching. If an applicant has lived or worked outside the UK, further checks may be made about any teacher sanction or restriction that an EEA professional regulating authority has imposed. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, the circumstances that led to the restriction or sanction being imposed should be taken into account when considering a candidate’s suitability for employment. All staff and volunteers are annually asked to complete a disclosure relating to the Disqualification Under the Childcare Act 2006. Refer also to Working with Children and Young People: Safer Recruitment Guidance (Appendix E).

The head teacher will ensure that all staff and volunteers understand their responsibilities for being alert to the signs of abuse or neglect, as well as lower level child welfare concerns, and their responsibility for recording any concerns, sharing information and referring any concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding by:

• Providing new staff with a safeguarding and child protection induction (see staff induction pack located in schools OneDrive folder) including provision of this Safeguarding and Child Protection policy, the Staff Behaviour Code and Procedures and the role of the Designated Safeguarding Lead
• Providing all staff with a copy of Keeping Children Safe in Education (September 2019) to read Part 1 and Annex A (Further Information) specifically
• Ensuring staff knowledge of Part 1 of the above, through staff assessment
• Ensuring all new staff receive safeguarding induction training within their first 7 days
• All temporary staff, volunteers, agency staff and extra-curricular activity leaders receive a school safeguarding quick reference guide, a copy of this Safeguarding and Child Protection Policy (hard copy or weblink) and Staff Behaviour Code and Procedures on day 1.

• Ensuring all staff and volunteers across the school receive regular child protection training, with updates by staff meetings or other means, at least annually. Statutory Safeguarding training for all staff will be conducted every three years

• Taking a proportional, risk-based approach to the level of information that is provided to temporary staff and volunteers

• Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead responsible for child protection and safeguarding and their role (Liz Geller, Head Teacher)

• Ensure that all staff are aware of the Early Help process and understand their role within it, being prepared to identify children who may benefit from Early Help. The Early Help Co-ordinator is Mark Davis

• Ensure every member of staff and volunteer read the Staff Behaviour Code and Procedures and sign the Code of Ethical Practice therein

• Ensure any unsuitable behaviour is reported and managed using the Allegations Management procedures outlined in Appendix A (see also our school policies: Dealing with Allegations of Abuse and Staff Behaviour Code and Procedures).

6. Our Offer of Early Help

Nailsworth CE Primary School is committed to providing Early Help to children. We believe that providing early help to children and families can safeguard children from harm. Our priority is to focus on the needs and the views of the child.

“Providing early help is more effective in promoting the welfare of children than reacting later. Early means providing support as soon as a problem arises, at any point in a child’s life, from the foundation years through to the teenage years.”

(Working Together to Safeguard Children 2019)

On entry to the school all children complete ‘My Profile’ with their class teacher. This, together with records from their pre-school setting and/or health visitor, assist us in identifying changes and emerging problems in the child and family that may result in safeguarding issues arising.

All staff, volunteers and extra-curricular activity providers should be:

• aware of the early help process and understand their role in it

• alert to early indicators of children who may be at risk

• alerting the DSL regarding any concerns they have about a child

• aware of their responsibility to share information with other professionals to support early identification and assessment

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<th>Owner:</th>
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<td>Review Author</td>
<td>P Holmes (Safeguarding Gov)</td>
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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
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups. Indicators that may signal that children are at risk from, or are involved with, serious violent crime include: Unexplained gifts/new possessions – these can indicate children have been approached by/involving with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries
- is frequently missing/goes missing from care, from home or from school
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Children in Need

This definition will help us to identify a child in need: a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled (the Children Act 1989). Children in need may be assessed under section 17 of the Children Act 1989.

Our Early Help approach employs openness and transparency to ensure children and families are at the centre of decisions related to them. Our Thrive practitioners play a key role in developing open communication between school and home, signposting families to specific support and identifying families who would benefit from early help. We acknowledge the value of input from those who know the child best and the value of good working relationships and consistent communication in making the best use of our resources to help children realise their full potential.
Effective early help relies upon the school and local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help; and
- Provide targeted early help interventions based on the assessed needs of a child and their family in order to significantly improve outcomes for the child.

Children and families may have different levels of need at different times across a range of issues. We take a graduated approach, following the Gloucestershire Safeguarding Children Board’s Graduated Pathway (My Plan, My Assessment, My Plan+), working closely with children and their families, to ensure that we provide appropriate early help. The Levels of Intervention Guidance Windscreen (see link in Appendix E) helps us to define the four levels of need. Where a child is considered vulnerable, at level 2, Early Help is offered.

We have put in place a range of strategies and interventions to help us identify emerging problems and potential unmet needs of children and prevent children in our care coming to harm. The diagram on the next page summarises our offer of Early Help.

Please refer to Appendix E: DfE & GSCB Guidance and Appendix F: Early Help: Support for parents, carers, families and children for further extended information, links and contacts.
**Listen & Assess**
- Pre School assessments, Health Visitor records
- My Profile, pupil voice
- Family Link Worker
- Pupil Logs
- Pupil Progress Meetings
- Pupil Survey
- Parent Survey
- Governor ‘meet your class’ forums
- Parents evenings
- Parental concerns, Parent Forums
- Facebook group for Families
- Worry boxes in class
- Open door policy
- Teacher/TA observations, bullying concerns
- Third party information and assessment

**External Support/Referral**
- Early Help Partnership: Families First Plus Stroud
- Social Care
- Community Social Worker
- CYPS - Children and Young People Service (emotional well-being & mental health)
- Paediatrician, Occupational Therapy
- Educational Psychologist
- Advisory Teaching Service
- Stroud Counselling
- School Nurses, Speech and Language Therapy
- The Door, TIC, Psalms, All Sorts
- Family Centres
- Parenting courses

**Plan & Manage**
- Early Help Inter-agency assessment
- Pupil Logs
- Pupil Progress Meetings
- Graduated Pathway: My Plan, My Assessment, My Plan+, EHC Plan
- Vulnerable Children Tracker
- Child Protection Tracker
- CSE Toolkit
- Neglect Toolkit
- TAC meeting coordination

**Our Early Help Offer**
- Early Help Coordinator
- Designated Safeguarding Lead and Deputies
- Designated Child Protection Governor
- Regular Safeguarding training and updates for all staff
- Specialist trained Teaching Assistants
- SENDCO with Mental Health training
- Play Therapist
- School Counsellor
- Family Link Worker
- Nurture Room, Breakfast Club, Change 4 Life club
- Spacious class rooms with breakout areas
- Therapeutic Story Writing and Mentoring
- Pink Curriculum, Online safety, Quality First Teaching
- THRIVE
- Personal development initiatives to nurture mental health and well being, e.g. Make me a Superhero, Fizzy Programme
7. Prevention

Acting early to put help in place can prevent children from being harmed. We recognise that the school plays a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends, an ethos of protection and preventative education through a comprehensive PSHSE curriculum.

The school community will therefore:

- Liaise with the DSL, share information with other professionals to support early identification and assessment and, in some cases, act as the lead professionals in undertaking an early help assessment
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Employ contextual safeguarding to consider whether wider environmental factors are present in a child’s life and are a threat to their safety and/or welfare
- Include regular consultation with children e.g. through My Profile, pupil questionnaires, school council, governor ‘meet your class’ visits, circle time, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty and that there are ways of letting them know, for example, use of the class ‘worry box’, one to one conversations, letter via parents
- Include safeguarding across the curriculum, including PSHSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, PinK curriculum (Glos. Safeguarding and PSHE curriculum), road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school, personal safety/independent travel and sex and relationship education.
- Teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’ (see our statement of British Values on the website or available in hard copy via the school office)
- Ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

8. Support for pupils at risk

If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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.
We will ensure that a child’s wishes and feelings are taken into account when determining what action to take and what services to provide. We have systems in place (as detailed in our Early Help Offer) for children to express their views and give feedback, with a clear focus on the best interests of the child.

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 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;
- **Early help** and constant reviews of the child’s case, making a referral to children’s social care if there is a significant concern for the child’s safety;
- Liaison with other agencies supporting the pupil such as Gloucestershire Safeguarding Children Board (GSCB), Families First, Children’s Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a Common Assessment Framework (CAF) and Team Around the Child (TAC) meetings;
- Ensuring that, where a pupil leaves the school any child protection records are promptly transferred to the new school and the child’s social worker is informed if allocated. Child welfare records below the child protection threshold but with continuing relevance to the child’s wellbeing should also be transferred with parental consent.

We acknowledge that children with **special educational needs and disabilities (SEND)** can face additional safeguarding challenges and may need extra pastoral support. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, including online bullying, grooming and radicalisation without outwardly showing any signs;
- being more prone to peer groups isolation than other children;
- and communication barriers and difficulties in overcoming these barriers.

We ensure that **all of our children** receive equal protection. We recognise that there are some further groups of children who may be at a higher risk of abuse and need close attention. Indicators that highlight children who may be in a more vulnerable situation include children who are:

- living in a known domestic abuse situation
- being affected by known parental substance misuse
- in families with members in prison or returning home from prison
- asylum seekers
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
• living in chaotic, neglectful and unsupportive home situations
• not attending school regularly
• vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, gender identity or sexuality
• involved directly or indirectly in prostitution or child trafficking
• do not have English as a first language.

The School is committed to providing Early Help with the focus on children receiving the right help at the right time.

(Please see Appendix E for Department for Education and Gloucestershire Guidance in relation to safeguarding issues)

9. Process for considering and acting on concerns about child abuse

All adults who work with or volunteer with children should be able to identify and act on concerns about child abuse, including peer-on-peer abuse that may happen in school, outside school or online.

The types of abuse are:
• Physical
• Sexual
• Neglect
• Emotional (including seeing or hearing the ill treatment of another)
• Child Sexual Exploitation

For more information on the different types of abuse, please see Appendix C: Definitions of Safeguarding and Types of Abuse and Appendix D: High Profile National Safeguarding Issues.

10. Written Records of child protection & welfare concerns about a child

School will:
• Keep clear written records of all child welfare and child protection concerns using the school’s welfare concern form, which includes a body map where injuries need to be noted, including actions taken and outcomes as appropriate (see Appendix A).
• For each child with a concern a Child Protection Pupil Tracker will be held detailing the chronology of events for that child
• Ensure all child welfare and child protection records (paper or electronic) are kept securely. Paper copies are locked in the Headteacher’s office and electronic records are kept on a secure intranet only accessible by the trained DSL and DDSL
• Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file. Confirmation of receipt should be obtained.
11. Recording and reporting concerns

Staff must be able to distinguish between a CONCERN, RISK OF HARM and IMMEDIATE DANGER.

If a child is in immediate danger or is at risk of harm, a referral should be made to the Children’s Practioner Advice Line (at Gloucestershire Services Safeguarding Board) on 01452 426565. or the police on 999 immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Where any adult in the school has a CONCERN about a child, where the child is not in immediate danger or risk of harm, they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the Deputy.

Discussions should be recorded on the school child welfare concern form, with details of the concern and any agreed action that is to be taken. The record must be signed and dated and kept securely. The Designated Safeguarding Lead is ultimately responsible for ensuring that concerns and discussions are written up properly and acted on appropriately however any staff member can make a referral to children’s social care.

As a school we recognise that children will talk to an adult they know and trust and therefore our expectation is that this person will listen to the child about their concerns and then report this to the Designated Safeguarding Lead. The child should not then be asked to repeat their story unless the school has been advised by Children’s Social Care to seek more information. When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after the event and reporting it urgently to the Designated Safeguarding Lead or their Deputy.

The Designated Safeguarding Lead will consider next steps to be taken, including referral to Children’s Social Care.

Please use Appendix A: Child Protection Procedures for reporting a concern.
It is important to be aware that, if a teacher\(^1\), discovers that an act of **Female Genital Mutilation** appears to have been carried out on a girl under the age of 18, that teacher must report this to the police.

12. Safer working practice

The most recent government version of the government’s ‘Guidance for Safer Working Practice for Adults who Work with Children and Young People’ (*Appendix E*) links to Working with Children and Young People. This indicates that there must be clear professional reason for all conduct of staff and volunteers.

All adults working with children in school have read and signed Nailsworth CE Primary School’s current Staff Behaviour Code and Procedures.

13. Supporting Staff

We recognise that staff working in school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The DSL and deputy DSLs will offer supervision to support such staff by providing an opportunity to talk through their anxieties and to seek further support, as appropriate. Staff should also refer to our Mental Health policy for guidance and further support options.

14. Extended school, off-site and school trips arrangements

Where extended school activities are provided by and managed by the school (such as breakfast and after school club, sports clubs), our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place. If the school places a child with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and we will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Safeguarding and child protection policies apply to all school trips (see our *Off-Site Visits policy*, available on the website or on request from the school office)

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\(^1\) “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England.
15. Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure that appropriate and reasonable filters and monitoring systems are in place to create restrictions without “over blocking” access.

Safeguarding and online safety are taught as an integral part of our curriculum. Online safety is a priority within our PSHE curriculum for children throughout KS2, though it is started in KS1 as well. In year four, children watch a play about internet safety, “IN THE NET”, we have an annual E-Safety Day and online safety is embedded within all lessons.

Children are reminded how to be safe online whenever computers, Ipads or tablets are used as well as through IT and blogging lessons.

We acknowledge that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges online and may need extra support and guidance around being safe online. Particular vulnerability may exist around being:

- disproportionally impacted by behaviours such as online bullying, grooming and radicalisation without outwardly showing any signs;
- and communication barriers and difficulties.

Through our planned PSHE education programme and school values, we underpin safe learning that is age appropriate but with an awareness that many children may be experiencing or exposed to online content that is intended for older children or adults. This will include work on:

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding and respecting self-image
- understanding our rights (especially our collective right to be safe and to feel safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and socially safe)

For further detailed information about online safety, please see our Online Safety Policy, available on our website or on request from the school office or refer to https://www.gov.uk/government/publications/teaching-online-safety-in-schools

If you suspect a child is involved in ‘sexting’ activity, there are procedures that must be followed. Please refer to Appendix A: Child Protection Procedures, Sexting - Child Protection Procedure & Guidance.

If the child moves to a new school, the DSL should pass the information about the child being subject to a Child Protection Plan to the new school and also inform the child’s Key Worker.

The DSL will ensure any monitoring of the child agreed in the Child Protection Plan takes place. This may involve informing the Key Worker when the child is absent or when there are signs of deterioration in the child’s home circumstances.

17. Confidentiality & Information Sharing

Working Together to Safeguard Children (2018) emphasises the importance of early information sharing and that fear about sharing information cannot be allowed to stand in the way of promoting child welfare and protecting child safety. The aforementioned guidance offers a useful myth-busting guide to information sharing (chapter 1). Considering much of what we offer relies on multi-agency working and engaging with families, it is crucial to describe to families the importance of information sharing as the foundation of professional practice and that in order to share information we need to seek consent.

The Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing 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 have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information on to those who need to know and can help.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. Information however should only be shared with those who need to know and child protection records, both electronic and paper-based should be kept securely locked (refer also to our school GDPR and Data Protection Policy).

Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

The safety and well-being of the child is the top priority. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

See also Appendix A: Child Protection Procedures.
18. Allegations of Abuse made against a teacher, headteacher, volunteer and other staff members

All school staff and volunteers (hereafter colleagues) are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

a. If you have concerns about a colleague

If one colleague is concerned about the conduct of another colleague towards a pupil, they are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All colleagues must remember that the welfare of the child is paramount.

The school’s whistleblowing policy enables colleagues to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Where a colleague feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at [https://www.gov.uk/whistleblowing](https://www.gov.uk/whistleblowing)
- The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (available 8:00am to 8:00pm, Monday to Friday, email: help@nspcc.org.uk)
- See also our school Whistleblowing Policy on our website, in the safeguarding folder in the staff room or on request from the school office.

b. Professionals* who are the subject of an allegation

*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.

When an allegation is made against a professional, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Historical allegations and allegations against a member of staff who is no longer teaching will be referred to the police.

**Supporting those involved**

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children’s social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be signposted to welfare counselling or medical advice.

The headteacher or chair of governors (where the allegation is made against the headteacher) should report the allegation to the Local Authority Designated Officer (LADO). The LADO should be alerted to all cases 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. (KCSiE 2018)

The following definitions will be used when determining the outcome of allegation investigations (as defined by KCSiE 2018):

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

In Gloucestershire, the **LADO** is Nigel Hatten: 01452 426994 or nigel.hatten@gloucestershire.gov.uk supported by Tracy Brooks, the Allegations Management Co-ordinator: 01452 426320 or tracy.brooks@gloucestershire.gov.uk

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. Guidance should be referred to on Allegation Management, in Part 4 of *Keeping Children Safe in Education* (2019). Also refer to Gloucestershire Allegation Management: [http://www.qscb.org.uk/i-work-with-children-young-people-and-parents/allegations-management/](http://www.qscb.org.uk/i-work-with-children-young-people-and-parents/allegations-management/)
ALLEGATIONS MANAGEMENT

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

a) A member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
b) Possibly committed a criminal offence against or related to a child, or
c) Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
Then that professional should:

Report their concerns
Report the concern to the most senior person not implicated in the allegation

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

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

Local Authority Designated Officer (LADO) – Tel: 01452 426994
The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues

Allegations Management Process
If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, please complete the allegation management referral form via the GSCF website: https://ges-online.com/Gloucestershire/eLADO/Live#/Public
The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

Further Action
Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018, Part 4 Keeping Children Safe in Education and the South West Procedures. https://www.proceduresonline.com/swcop/gloucestershire/contents.html

Owner: Headteacher Delegated To DSL
Review Frequency Annually Updated Autumn 2019
Date Ratified
1st Oct 2019
Version 5.0
Next Review Autumn 2020
Review Author P Holmes (Safeguarding Gov) Published on Website Yes
Appendix A - Child Protection Procedures

The GSCB Procedure Manual (see Appendix E) outlines procedures and protocols to follow for a spectrum of issues and should be referred to for guidance.

The DSL should follow the relevant GSCB guidance alongside our in-house procedures.

On the next page is the DfE guidance as a flow chart, taken from *Keeping Children Safe in Education 2019*.
The pages that follow outline our in-house procedures that must be followed if you have a concern about a child.
i. **Indicators Of Abuse – What You Might See**

All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, children missing education and sexting put children in danger. Staff should be alert to our vulnerable children matrix and share any new information that comes to their attention.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Physical signs define some types of abuse, for example, bruises, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

*Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.* A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other’s safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
• display sexual knowledge or behaviour beyond that normally expected for their age.

ii. Taking Action

If a child is in immediate danger or is at risk of harm, a referral should be made to the Children’s Practitioner Advice Line on: 01452 426565 or the police on 999 immediately. Anyone can make a referral.

Key points to remember for taking action are:
• in an emergency take the action necessary to help the child – do not delay, act immediately
• report your concern to the DSL by the end of the day
• do not start your own investigation
• do not assume someone else will take action. Share any vital information that might be critical in keeping children safe. If in any doubt, speak to the DSL or a deputy.
• 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 (see point [ix] below).
• complete a record of concern
• seek support for yourself if you are distressed.

iii. Impact Of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

iv. If You Suspect A Pupil Is At Risk Of Harm

There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the school child welfare concern form (Appendix B) to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section ‘If a pupil discloses to you’.
If, following your conversation, you remain concerned you should discuss your concerns with the designated person.
v. If A PupilDiscloses To You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother thinks about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM (see Appendix D for detail).
FGM is illegal in the UK and it is also illegal to do, or to aid, abet, counsel or procure a person who is not a UK national or a UK resident to do a relevant act of FGM on a girl, who is a UK national or resident, outside the UK. It is a criminal offence to fail to protect a girl from the risk of FGM.

**Teachers have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that Female Genital Mutilation appears to have been carried out on a girl under 18.** Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

If a teacher 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 on **999** and begin safeguarding procedures.

**vi. Notifying Parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

**vii. Referral To Children’s Social Care**

The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. As of March 2017, all requests for service submitted to Children’s Social Care must be made on the prescribed Multi-Agency Service Request Form (MARF). This form is available via this link: [https://children.gloucestershire.gov.uk/web/portal/pages/home](https://children.gloucestershire.gov.uk/web/portal/pages/home)

**viii. Children With Sexually Harmful Behaviour**

Children may be harmed by other children. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a pupil’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.
Bullying can take the form of child on child sexual abuse. This can manifest in many ways, e.g. Gender based bullying (e.g. girls/boys being sexually touched/assaulted or boys/girls being subject to initiation/hazing type activities) or ‘sexting’ (see Appendix C Definitions of Abuse).

Youth produced sexual imagery, commonly known as ‘Sexting’ and other sexualised behaviours may occur as a result of age appropriate curiosity, as risk-taking behaviour or simply due to naivety, rather than with any knowing sexual intent. However any situations involving sexual imagery produced by children of primary school age must be taken seriously, as potentially being indicative of a wider safeguarding or child protection concern or problematic sexual behaviour.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

There are specific procedures to follow in relation to incidents of ‘sexting’ (see the end of this appendix for the procedure to follow for incidences of sexting)

ix. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

However, inter-agency working and information sharing are vital to safeguard and promote the welfare of children and young people. Sharing information is vital in identifying and tackling all forms of abuse and especially important to identify and prevent child sexual exploitation. A key factor identified in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

Staff should only discuss concerns with the designated person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

The seven golden rules to sharing information:

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information

2 Taken from: Information Sharing, July 2018 https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

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<td>Review Author</td>
<td>P Holmes (Safeguarding Gov)</td>
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must not stand in the way of the need to promote the welfare and protect the safety of children.

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Child protection information will be stored and handled in line with GDPR and the Data Protection Act 2018 principles which allow us to store and share information for safeguarding purposes including information which is sensitive and personal treating this information as ‘special category personal data’. (refer to our GDPR Data Protection Policy 2018)

The school appointed Data Protection Officer (DPO) will:

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• Inform and advise the school and its employees about their obligations to comply with the GDPR and other data protection laws.
• Monitor the school’s compliance with the GDPR and other laws, including managing internal data protection activities, advising on data protection impact assessments, conducting internal audits, and providing the required training to staff members.

Further details on information sharing:

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018): https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

x. Reporting Directly To Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy via the DSL. However, they may also share information directly with children’s social care, police or the NSPCC if:
• the situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
• they are convinced that a direct report is the only way to ensure the pupil’s safety.

If a child is in immediate danger or is at risk of harm, a referral should be made to The Children’s Practitioner Advice Line on: 01452 426565 or the police on 999 immediately. Anyone can make a referral.

NSPCC - https://www.nspcc.org.uk/ If you are worried about a child, need advice or want to report abuse contact the NSPCC Helpline, 24 hours a day, 7 days a week on 0808 800 5000 help@nspcc.org.uk

xi. Escalation Policy (Gloucestershire Safeguarding Children Board)

The Escalation Policy has been put in place to ensure that every professional feels able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice.

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.
Occasionally situations arise where professionals feel that the decision made about a child is not a safe decision – this may be within their own or other agencies. Problem resolution is an integral part of working together to safeguard children. Disagreements should be resolved at the lowest possible stage, and resolution should be sought within the shortest timescale possible to ensure the child is protected. If a child is thought to be at risk of immediate harm, discretion should be used as to which stage is initiated. The following diagram outlines the Escalation Procedure that we use. All staff are made aware of this.

See also Appendix E (Gloucestershire Guidance) for link to GSCB full Escalation Policy and GSCB Escalation Monitoring Form.
Escalation Procedure Flow Chart

Gloucestershire Safeguarding Children Board - Escalation Procedure

Website: www.gscb.org.uk Email: mail@gscb.org.uk Tel: 01452 583629

Stage 1
Professional to Professional

Any worker who feels that a decision is not safe or is inappropriate should initially consult a supervisor/manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about; and what they aim to achieve.

Stage 2
Manager to Manager

If the problem is not resolved at stage one the concerned worker should contact their supervisor/manager within their own agency who should raise the concerns with the equivalent supervisor/manager in the other agency.

Stage 3
Senior Manager to Senior Manager

If the problem is not resolved at stage two the supervisor/manager reports to their respective operations manager or named/designated safeguarding representative. These two managers must attempt to resolve the professional differences through discussion.

Stage 4
Safeguarding Board

If it is not possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the GSCB, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

GSCB Business Manager must be notified at stage two onwards to keep a record of all ongoing disagreements and also be informed when resolution is reached by the manager who resolved the issue.

Issue resolved, no further mediation required.

Gloucestershire Safeguarding Children Board - Escalation Procedure

Website: www.gscb.org.uk Email: mail@gscb.org.uk Tel: 01452 583629

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GSCB Business Manager must be notified at stage two onwards to keep a record of all ongoing disagreements and also be informed when resolution is reached by the manager who resolved the issue.

Issue resolved, no further mediation required.
xii. ‘Sexting’ - Procedure & Guidance

Safeguarding is the main concern of any investigation into a sexting incident especially as the children we are dealing with are under 13 years old. We aim to avoid criminalising young people unnecessarily. If, further to full investigation, it is decided that the images were not intended to cause harm and the children involved have given consent, we may decide to handle the incident internally without involving children’s social care and the police.

Disclosure

If you discover or are told that a child has been involved with sexting, it’s important to remain calm and be understanding. Try and find out:
- if it's an image, video or message
- how the young person is feeling
- how widely has the image been shared and with whom
- if there were any adults involved
- if it’s on a school or personal device

- Avoid looking at the image, video or message. If it's on a device belonging to the school, you need to isolate it so that nobody else can see it. This may involve blocking the network to all users.
- Make notes on the incident and the actions you have taken
- Report the incident to the DSL (or deputy) who will record in writing what has taken place.

| If there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to The Children’s Practitioner Advice Line on: 01452 426565 and/or the police immediately. |

Initial Review meeting with the safeguarding lead

The initial review meeting should consider the initial evidence and aim to establish:
- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children’s social care. The police and children's social care will be contacted if:
  - somebody involved is over the age of 18 or under the age of 13
  - there are concerns about the ability to give consent
  - the images are extreme or show violence
  - the incident is intended to cause physical or emotional harm
  - there’s reason to believe that the young person has been blackmailed, coerced or groomed
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
• Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
• Whether immediate action should be taken to delete or remove images from devices or online services
• Any relevant facts about the young people involved which would influence risk assessment
• If there is a need to contact another school, college, setting or individual
• Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

Interviews with the children and/or parents

• There should be subsequent interviews with the young people involved (if appropriate).
• 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.

Following these meetings, a decision will be made in line with our child protection procedures and based on consideration of the best interests of the children involved. This will take into account proportionality as well as the welfare and protection of the children. The decision will be reviewed throughout the process of responding to the incident.

Assessing the Risk

The circumstances of incidents can vary widely. If, at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following will be considered:

• Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
• Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
• Are there any adults involved in the sharing of the imagery?
• What is the impact on the young people involved?
• Do the children involved have additional vulnerabilities? Does the child understand consent?
• Has the child taken part in this kind of activity before?

When considering appropriate action regarding youth produced sexual imagery, Designated Safeguarding Leads will need to take the age of the children involved and the context into account, as this will influence decision making and may determine the most appropriate action required. The DSL will always use their professional judgement in conjunction with their colleagues to assess incidents and decide an appropriate course of action, considering the best interests of the children involved. If the decision is made to respond to the incident without involving the police/children’s social care, the DSL will handle the matter internally, following procedures set out within the school’s Behaviour Policy.
DSL’s should refer to further detailed guidance on how to consider and assess the risk are given in Annex A and Annex B of the UKCCIS document: Sexting in schools and colleges: responding to incidents and safeguarding young people found via this link: https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
This document also provides useful case studies (Section 2: Handling Incidents), advice on working with parents and carers (Annex C), guidance on reporting youth produced sexual imagery online (Annex D), staff training exercises (Annex F) and a flowchart for responding to incidents (Annex G).

Searching devices, viewing and deleting imagery

Securing and handing over devices to the police
If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

Viewing the imagery
Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

Criteria for deciding to view the imagery:
- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:
- Never copy, print or share the imagery; this is illegal
- Discuss the decision with senior leaders
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from another senior leader

• Ensure viewing takes place with another member of staff present in the room, ideally a member of the senior leadership team. This staff member does not need to view the images.
• Wherever possible ensure viewing takes place on school premises, ideally in the Headteacher’s office.
• Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
• **Record the viewing** of the imagery in the school’s safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

**Deletion of images**
If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

*Please also refer to Appendix C for detailed definition of ‘sexting’/youth produced sexual imagery.*
Flowchart for responding to incidents of sexting

Considerations – risk assessment
- Vulnerability of the child
- Coercion
- How shared and where
- Impact on children
- Age of the children
(For more information see Annex A)

Initial disclosure
This could come from a pupil directly, a parent, a pupil’s friend.

Initial review with safeguarding team
At this initial stage the safeguarding team review the information and consider the 5 points for immediate referral. They make an initial decision about whether the incident can be dealt with in house. (For more information see page 11)

Risk assessment/Dealing with the incident
Consider the risk of harm and at any point if there are ‘causes for concern’ you can refer back to police/social care. (For more information refer to page 12 and Annex A)

Management in school
Ensure parents are informed and the incident recorded following all child protection and safeguarding procedures. (For more information see page 14)

5 points for referral:
1. Adult involvement
2. Coercion or blackmail
3. Extreme or violent
4. Under 13
5. Immediate risk of harm
(For more information refer to section 2)

Police/social care/MASH referral
Refer to your local arrangements for dealing with incidents and contact local services. (For more information refer to page 15)

Taken from UKCCIS Sexting in Schools and Colleges. Page references refer to the document that can be downloaded here: https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Appendix B – Nailsworth CE Primary Child Welfare Concern Form

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<td>Teacher:</td>
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Why are you concerned about this pupil? (What have you observed and when? What have you heard and when? What have you been told and when?)

Date and time you handed this form to the designated person:

Are parents/carers aware of your concern? □ Yes □ No
What did they say? Use the parents/carers’ own words

Have you spoken to the pupil? □ Yes □ No
What did they say? Use the pupil’s own words

Have you spoken to anyone else about your concern? □ Yes □ No
Who? What did they say?

Is this the first time you have been concerned about this pupil? □ Yes □ No

Further details:

Completed Body Map overleaf □ Yes □ No

Raised by: Signature: Date of completed:

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Body Map
Appendix C - Definitions of Safeguarding and Types of Abuse

This appendix draws together guidance and definitions from KCSiE 2018 and Working Together to Safeguard Children 2018. These key documents should be referred to for further detail on specific safeguarding issues.


GSCB documents and guidance relates to these specific issues affecting children:

- Abuse and Neglect
- Children living with Neglect (Neglect Tool Kit)
- Child Sexual Exploitation (CSE), Missing Children & Trafficking
- Domestic Abuse
- E-Safety and Keeping Children Safe Online
- Honour Based Violence, Forced Marriage & Female Genital Mutilation information
- Radicalisation & Extremism
- Substance Misuse
- Dangerous Drugs Networks
- Stalking
- Fabricated or Induced Illness
- Private Fostering

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

Defining Types of Abuse

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 persistent 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 meets 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 cyber bullying), 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, though it may occur alone.

**Sexual abuse**

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

**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:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
• sexual;
• financial;
• emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**Child Sexual Exploitation**

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”


Child sexual exploitation is a hidden crime. Children often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these

<table>
<thead>
<tr>
<th>Owner:</th>
<th>Headteacher</th>
<th>Delegated To</th>
<th>DSL</th>
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<tr>
<td>Review Frequency</td>
<td>Annually</td>
<td>Updated</td>
<td>Autumn 2019</td>
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<td>1st Oct 2019</td>
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<td>Version</td>
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<td>Next Review</td>
<td>Autumn 2020</td>
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<tr>
<td>Review Author</td>
<td>P Holmes (Safeguarding Gov)</td>
<td>Published on Website</td>
<td>Yes</td>
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</tbody>
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vulnerabilities being present.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child under the age of 18 years
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- 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’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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

Early sharing of information is key to providing effective help where there are emerging problems.

A screening tool has been adopted to help professionals and workers from both statutory and voluntary agencies consider the risk that a child is at from sexual exploitation.


Children Missing Education (CME)

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 or radicalisation. 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 our unauthorised absence and children missing from education procedures (see Attendance Policy which details the actions we take to improve attendance).

Our Safeguarding Response to CME:

- It is important that admission registers are accurate and kept up to date.
• We operate **First Day Response**: making a determined and sustained effort to respond to unexplained absence on the first morning of absence, usually through a text message.
• Notify the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of **10 school days or more**.
• Carry out reasonable enquiries. This may include checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved.
• Records should be kept of these procedures.

If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to the Front Door (and the police if appropriate).

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

Education Performance and Inclusion team
Shire Hall,
Westgate Street,
Gloucester GL1 2TP
Tel 01452 328033 / 427800

Further guidance and referral forms can be found via this link:

**Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and all children are capable of abusing their peers.

> “Abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’”

(Keeping Children Safe in Education 2019)

**Peer-on-peer abuse** is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children’s relationships (both intimate and non-intimate) (C. Firmin 2017, Abuse Between Young People: A Contextual Account). This includes, but is not limited to:

- cyberbullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- gender based violence;
- initiations or hazing type rituals;
- sexual violence and sexual harassment (unwanted touching)
• upskirting (when a photograph is taken under a person’s clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm).
• ‘sexting’ (taking/sharing sexual imagery, also known as also known as youth produced sexual imagery).

The school acknowledges that research suggests there is a gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

We recognise that children are vulnerable to abuse in a range of social contexts. In order to prevent and tackle the risks of peer-on-peer abuse, the school adopts a Contextual Safeguarding approach, which is an approach to understanding, and responding to, children’s experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and children’s experiences of extra-familial abuse can undermine parent-child relationships. Early intervention is key. Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed and child protection procedures followed.

It is essential that all concerns/allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

Any response should:

• include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
• treat all children involved as being at potential risk - safeguarding and child protection procedures must be followed for both the victim and the alleged abuser; it should be considered a child care and protection issue for both children. This is because we take a safeguarding approach to all individuals involved in allegations of, or concerns about, peer-on-peer abuse. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.
• take into account:
  o that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts (the child's/children's peer group within and outside the School;
family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children’s online presence.)

- what changes may need to be made to these contexts to address the child's/children’s needs and to mitigate risk
- the potential complexity of peer-on-peer abuse and of children’s experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting
- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School will manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

The School will consider whether disciplinary action may be appropriate for any child/children involved in peer-on-peer abuse in order to address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child’s/children’s own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The school Anti-Bullying and Hate Policy along with the Behaviour Policy should be referred to.

Further information on contextual safeguarding can be found here:
https://www.contextualsafeguarding.org.uk

Follow this link to view the publication Towards a Contextual Response to Peer-on-Peer Abuse
https://www.contextualsafeguarding.org.uk/assets/documents/Towards-a-Contextual-Response-to-Peer-on-Peer-Abuse_161013_170057.pdf

**Child on Child Sexual Violence and Sexual Harassment**

*It is essential that all staff and governors read the detailed guidance in Part 5 of KCSiE 2019.*

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 is not acceptable and will
not be tolerated. It is also not acceptable to pass this behaviour off as ‘banter’, ‘part of growing up’ or ‘having a laugh’.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult decisions to be made, often quickly and under pressure. Staff should bring any concerns to the attention of the DSL (or a deputy) and any decisions will be made on a case-by-case basis, led by the DSL (or deputy), using professional judgement, supported by other agencies, such as children’s social care and the police as required.

Any report of sexual violence and/or sexual harassment will be carefully considered. The DSL (or deputy) will advise on the initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider contextual safeguarding considerations.

All staff should act in the best interests of the child. In all cases, general safeguarding principles should be followed for any incidences. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously, are protected and offered appropriate support. It is also important that other children and adults are supported and protected as appropriate.

Evidence shows that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.
Any reports of abuse involving children with SEND will therefore require close liaison with the SENCO (DDSL).

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware that it is statistically more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

**Sexual harassment** can include (not an exhaustive list):

- 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. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. ([UKCCIS sexting advice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf) provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.
  - upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

When referring to **sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault (intentional sexual touching, without consent)


For advice, information and links to further resources, staff should refer specifically to paragraph 43 and Annex A of the aforementioned document.

**Sexting (Youth Produced Sexual Imagery*)**

*UK Council for Child Internet Safety use this term to more clearly define what ‘sexting’ is.*
Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. The UKCCIS\(^5\) introduced the phrase ‘youth produced sexual imagery’ as this best describes the practice.

**Why do young people ‘sext’?**
There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.
- joining in because they think that ‘everyone is doing it’
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

**What are the Risks?**

**No control of images and how they are shared**
It's easy to send a photo or message but the sender has no control about how it’s passed on. When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they’re deleted, but they can still be saved or copied by others. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don’t know.

**Blackmail, bullying and harm**
'Sexting' can leave children vulnerable to:
- **Blackmail**
  An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.
- **Bullying**
  If images are shared with their peers or in school, the child may be bullied.
- **Unwanted attention**
  Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.
- **Emotional distress**
  Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm.

**What the law says:**

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 Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it’s shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn’t in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they’re a risk. Find out more about legislation on child abuse images.

If you discover or are told that a child has been involved with sexting, there are procedures and protocols that should be followed. See Appendix A for Sexting: Procedure and Protocol.

**Sexual Behaviour**

Behaviour which may not initially appear to be sexually motivated may have occurred as a result of risky or harmful behaviour or indeed sexual abuse being ‘normalised’ for children. Difficulties in defining harmful sexual behaviours displayed by children and young people are made worse by a general lack of knowledge of childhood sexuality and what constitutes normal sexual development. It is vital for professionals to distinguish normal from abnormal sexual behaviours. It has been suggested that a child’s sexual behaviour would be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child’s development
- occurs with coercion, intimidation or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers

Additional tools to support decision making:

Brook Traffic Light Tool: [https://www.gscb.org.uk/media/2081722/brook_traffic_light_tool.pdf](https://www.gscb.org.uk/media/2081722/brook_traffic_light_tool.pdf)
Hackett (2010) Continuum of Behaviours proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly abnormal:

<table>
<thead>
<tr>
<th>Normal</th>
<th>Inappropriate</th>
<th>Problematic</th>
<th>Abusive</th>
<th>Violent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developmentally expected</td>
<td>• Single instances of inappropriate sexual behaviour</td>
<td>• Problematic and concerning behaviours</td>
<td>• Victimising intent or outcome</td>
<td>• Physically violent</td>
</tr>
<tr>
<td>• Socially acceptable</td>
<td>• Socially acceptable behaviour within peer group</td>
<td>• Developmentally unusual and socially unexpected</td>
<td>• Included misuse of power</td>
<td>• Highly intrusive</td>
</tr>
<tr>
<td>• Consensual, mutual, reciprocal</td>
<td>• Context for behaviour may be inappropriate</td>
<td>• No overt elements of victimisation</td>
<td>• Coercion and force to ensure victim compliant</td>
<td>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</td>
</tr>
<tr>
<td>• Shared decision making</td>
<td>• Generally consensual and reciprocal</td>
<td>• Consent issues may be unclear</td>
<td>• Intrusive</td>
<td>• Sadism</td>
</tr>
</tbody>
</table>

Bullying Related to Sexuality of a Child or Parent

(Gender Identity and Sexuality; Sexist, Sexual and Transphobic Bullying, taken from A Quick Guide to Safe to Learn: Preventing and Responding to Sexist, Sexual and Transphobic Bullying 2009)


Sexist, sexual and transphobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they or their family may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Young people’s expectations and attainment can be limited by sexist

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6 Taken from Sexting in schools and colleges: responding to incidents and safeguarding young people: https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
attitudes. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in the school.

Transphobic bullying stems from a hatred or fear of people who are transgender. ‘Transgender’ is as an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Anyone whose expression of their gender identity may be interpreted as different from wider cultural or social norms of being male or female may experience bullying related to this.
Appendix D: High-Profile National Safeguarding Issues

‘Honor-Based’ Violence (including FM & FGM)

‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. We should never attempt to intervene directly as a school or through a third party. Schools should involve the police straight away.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as ‘female genital cutting’ or ‘female circumcision.’ Communities tend to use local names referring to this practice, including ‘sunna’

Teachers have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that Female Genital Mutilation appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

What is FGM?

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

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

**Is FGM legal?**
FGM is internationally recognised as a violation of human rights of girls and women.

**It is illegal in most countries including the UK.**
Circumstances and occurrences that may point to FGM happening:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child’s sibling has undergone FGM
- Child talks about going abroad to be ‘cut’ or to prepare for marriage

A sign that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

**The ‘One Chance’ rule**
As with Forced Marriage there is the ‘One Chance’ rule. If you suspect a child is at risk of FGM or has undergone FGM, it is essential that you take action **without delay**. Staff should activate our safeguarding procedures.


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It is important to be aware that, if a teacher⁷, 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 on **999** and begin safeguarding procedures.

**Child Criminal Exploitation: Trafficking & County Lines**

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⁷ “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)
**Child criminal exploitation**, as set out in the *Serious Violence Strategy*, published by the Home Office, is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

**Child trafficking** is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft. Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don’t add up. Both boys and girls are victims of exploitation. Children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of exploitation. Traffickers may promise children education or respectable work or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect. Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime.

**County Lines**, as set out in the *Serious Violence Strategy*, is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. 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 to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. 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 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

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<tr>
<td>Review Author</td>
<td>P Holmes (Safeguarding Gov)</td>
<td>Published on Website</td>
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- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.


Any suspicion of child exploitation must be reported to the LADO and the Police without delay.

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<thead>
<tr>
<th>Nigel Hatten, Local Authority Designated Officer</th>
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<tr>
<td>01452 426 994 or <a href="mailto:nigel.hatten@gloucestershire.gov.uk">nigel.hatten@gloucestershire.gov.uk</a></td>
</tr>
<tr>
<td>Gloucestershire Police 101 or 999 in an emergency</td>
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**Extremism & Radicalisation**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as 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. We also regard calls for the death of members of our armed forces as extremist.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

PREVENT is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

**The Prevent strategy:**

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The threats to children & young people take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel to promote and engage. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it.

Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:
- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see the What is Channel section to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

**Indicators of vulnerability to radicalisation:**

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. **Extremism** is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

3. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

5. Indicators of vulnerability include:
   - **Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - **Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - **Personal Circumstances** – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - **Unmet Aspirations** – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   - **Special Educational Need** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:
   - Being in contact with extremist recruiters;
   - Accessing violent extremist websites, especially those with a social networking element;
   - Possessing or accessing violent extremist literature;
   - Using extremist narratives and a global ideology to explain personal disadvantage;
   - Justifying the use of violence to solve societal issues;
   - Joining or seeking to join extremist organisations; and
   - Significant changes to appearance and / or behaviour;
   - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If you are concerned about extremism, or if you think a child might be at risk of extremism, contact:

**the Home Office helpline: 020 7340 7264** (Monday to Friday, 9am to 6pm)

**Email**: counter.extremism@education.gsi.gov.uk
Child Death

The deaths of all babies / children under 18 years resident in Gloucestershire, regardless of where the death took place, should be notified to the Child Death Review Mailbox: cdop@gloucestershire.gov.uk. Deaths of children not normally resident in the Gloucestershire area and who die here should also be notified; this information will be passed onto the relevant Panel who will then coordinate the information.

For notifications, advice and information, contact the Child Death Review Co-ordinator either by email to cdop@gloucestershire.gov.uk or by telephone 01452 426228

For advice contact Georgina Summers, Safeguarding Officer (education) 01452 42 6221.

Appendix E – Department for Education & Gloucestershire Guidance for Staff, Governors and Volunteers

This appendix contains links to essential resources that all staff, governors and volunteers should be aware of, may need to use and are relevant to the whole school community.

Raising a concern about a child:

Referrals for children’s services and raising concerns about a child must be done by completing a Multi-Agency Referral Form on the LiquidLogic Children’s Portal: https://children.gloucestershire.gov.uk/web/portal/pages/home

Keeping Children Safe in Education (Sept 2019)


All staff must read Part 1 and Annex A of this document. This is also available on our internal OneDrive.

Annex A contains important information about high profile safeguarding issues and links to useful resources for professionals:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called ‘honour-based’ violence
- Preventing radicalisation
- Peer on peer abuse
• Sexual violence and sexual harassment between children in schools and colleges

*All staff should read these documents in their entirety.* These are available on our internal OneDrive:

**Working Together to Safeguard Children (2018)**


**Gloucestershire Safeguarding Children Board - Working with Children and Young People**

Documentation and guidance to support the child protection process can be found here: https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/the-child-protection-process/

Guidance on Online safety can be found at https://www.gov.uk/government/publications/teaching-online-safety-in-schools

All the following documentation and support is located at: http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/working-with-children-and-young-people/

• South West Child Protection Procedures
• Working Together to Safeguard Children (2018)
• Gloucestershire Child Protection procedures - What to do if I have a concern
• Child in Need Guidance Documents
• Safeguarding Practice Reflection
• Levels of Intervention Guidance & Continuum of Need Windscreen
  *the Levels of Intervention Guidance is a live document and subject to updates - access via the web rather than printing.*
• Information Sharing Guidelines for Safeguarding Practitioners
• Escalation of Professional Concerns
• Social Care Service Request Form, Single Consent Form, Multi-Agency Service Request Form
• Multi-Agency Safeguarding Hub (MASH) - FAQs
• Safer Recruitment guidance
• Disclosure and Barring Service (DBS)
• Guidance for adults who work with children and young people
• Guidance for Commissioners
• Guidance for Commissioners and other organisations providing services in Gloucestershire - updated in August 2013
• Guidance for supporting children and Vulnerable Adults with No Recourse to Public Funds
• The Unborn Baby Protocol
• Neglect Strategy
• Child Neglect Practitioners Briefing Guide
• Concerns about a Child Checklist
• Gloucestershire’s Chronology Guidance
• Substance Misuse Screening Tool

GSCB - Procedures Manual
The GCSB (Gloucestershire Safeguarding Children’s Board) have a web-enabled Procedures Manual for professionals to access all the following safeguarding procedures and protocols. This website must be used by DSL’s when deciding a course of action to take:

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

This is a live website and is regularly updated so should not be printed. It provides access to all the core procedures and safeguarding practice guidance in relation to any specific safeguarding concerns

GSCB - Further guidance documents
All the following documentation and support can be downloaded at:
http://www.gscb.org.uk/audit

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<td>Schoolbeat (PPTX, 4 MB)</td>
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Gloucestershire Safeguarding Handbook (currently being updated)
Gloucestershire Safeguarding Handbook for Educational Settings (PDF, 1.1 MB)
Guidance for new Headteachers (revised Aug 18) (PDF, 217.4 KB).
Intimate Care Policy - Template (PDF, 84.2 KB).

Keeping Children Safe in Education 2018
Keeping Children Safe in Education - briefing slides 11.9.18 (PPTX, 234.1 KB)
Keeping Children Safe In Education September 2018 (PDF, 1.3 MB) (PDF, 1.3 MB) (updated 19.9.18 version)
Keeping Children Safe in Education (Sept 2018) - Part 1 (PDF, 373.1 KB)
DSL Job Description (Sept 2018) (DOCX, 33.4 KB)
Induction Pack (Sept 2018) (DOCX, 28.9 KB).
Induction Powerpoint (Sept 2018) (PPTX, 657.5 KB)
Quick Reference Guide Leaflet (Sept 18) (DOCX, 51.7 KB)
Safeguarding Newsletter March 2018 (PDF, 872.6 KB).
Model Lock Down Policy (DOCX, 30.9 KB)
Model Lock Down Policy (parents) (DOCX, 40.4 KB)
School Lock Down Procedure Checklist (DOCX, 18.8 KB).
Safeguarding Quiz - 2018 (PPTX, 51 KB)
Safeguarding Quiz - 2018 answer sheet (DOCX, 40.5 KB).

One Minute Guides
OMG 1 - Neglect (DOCX, 66.3 KB).
OMG 2 - Single Central Record (DOCX, 87.7 KB)

Resources for discussing incidents with children
Discussing a terrorist attack with children in the primary phases (PDF, 922.4 KB).
A generic framework for discussing a terrorist attack (PDF, 453 KB).
For more information please visit www.ghll.org.uk.

Managing Sexting Incidents
Managing Sexting Incidents Factsheet (PDF, 1.8 MB).
Sexting letter to schools June 2016 (PDF, 134.8 KB).
NSPCC Advice About Sexting

Sexual Violence & Sexual Harassment between children in schools and colleges
Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (PDF, 299 KB).

Stalking
Stalking Advice for Professionals (PDF, 355.2 KB)
Stalking Guidance for Professionals (PDF, 1.5 MB)

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Appendix F - Early Help: Support for Parents, Carers, Children and Families

**Reporting a child at risk** - If you have a concern about a child at risk of harm or neglect, please contact the Children’s Practioner Advice Line on **01452 426565** (8am-5pm). Out of office hours, contact the Emergency Duty Team (EDT) **01452 61 4194** or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the Police at any time on **101**. You can send an email to childrenshelpdesk@gloucestershire.gov.uk

**NSPCC** - [https://www.nspcc.org.uk/preventing-abuse/](https://www.nspcc.org.uk/preventing-abuse/) - providing advice and support on all forms of abuse, neglect and bullying, including cyber bullying, sexting and peer on peer abuse. If you are worried about a child, need advice or want to report abuse, contact the NSPCC Helpline, 24 hours a day, 7 days a week on **0808 800 5000** or email help@nspcc.org.uk


**Early Help For Families** - [http://www.gloucestershire.gov.uk/early-help-for-families](http://www.gloucestershire.gov.uk/early-help-for-families)

Please visit our Early Help page on our school website for an extensive list of further links to advice and guidance on specific areas of concern: [https://www.nailsworthschool.org.uk/index.php/early-help/](https://www.nailsworthschool.org.uk/index.php/early-help/)
Appendix G: Terminology & Acronyms

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

- **Staff** refers to all those working for or on behalf of the school, full time or part time.

- **Child** refers to all young people who have not yet reached their 18th birthday.

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

- **DSL** – Designated Safeguarding Lead is the head teacher who is responsible for child protection and safeguarding

- **DDSL** – Deputy Designated Safeguarding Lead supports the DSL in their role

- **GSCB** – Gloucestershire Safeguarding Children Board has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements

- **MARF** – Multi-Agency referral form. As of 26 March 2018, professionals need to make referrals to the Front Door for Children’s services by completing a MARF on the new Liquid Logic portal (link in Appendix E)

- **MASH** – Multi-Agency Safeguarding Hub: a partnership between Gloucestershire County Council, Gloucestershire Constabulary, Gloucestershire Domestic Abuse Support Service (GDASS), Gloucestershire Schools and Gloucestershire Health Services working together to safeguard children, young people and vulnerable adults

- **Safeguarding Partners** – there are three local area safeguarding partners: (1) the local authority: Gloucester County Council (2) the clinical commissioning group (3) the chief officer of police. The three partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.

- **(CDR) The Child Death Review** - the child death review process is designed to help with providing the appropriate support to families and schools to gain information about why children die.
COVID-19 school closure arrangements for Safeguarding and Child Protection at Nailsworth C of E Primary School
1. **Context**

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response – who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This additional Appendix of Nailsworth C of E Primary School Child Protection and Safeguarding Policy details of our individual safeguarding arrangements in the following areas:

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2. **Vulnerable children** ........................................................................................................ 75
3. **Attendance monitoring** .................................................................................................. 76
4. **Designated Safeguarding Lead** .................................................................................... 76
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6. **Safeguarding Training and induction** .......................................................................... 78
7. **Safer recruitment/volunteers and movement of staff** .................................................. 78
8. **Online safety in schools and colleges** .......................................................................... 78
9. **Children and online safety away from school and college** ......................................... 79
10. **Supporting children not in school** ............................................................................. 79
11. **Supporting children in school** ................................................................................... 80
12. **Peer on Peer Abuse** ...................................................................................................... 80
Key contacts

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<th>Role</th>
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<td>Designated Safeguarding Lead</td>
<td>Liz Geller</td>
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<tr>
<td>Deputy DSL</td>
<td>Clare Tyler-Sell</td>
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<tr>
<td></td>
<td>Mark Davis</td>
<td><a href="mailto:senco@nailsworth.gloucs.sch.uk">senco@nailsworth.gloucs.sch.uk</a></td>
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</tr>
<tr>
<td>Chair of Governors</td>
<td>Gill Saville</td>
<td><a href="mailto:chair@nailsworth.gloucs.sch.uk">chair@nailsworth.gloucs.sch.uk</a></td>
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Whilst the partial closure is in place, the school site will remain open for vulnerable children and those whose parents are key workers when requested.

2. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead and deputies know who our most vulnerable children are and will ensure provision is offered to them whilst the school is in partial closure.
Nailsworth C of E Primary School will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers. The lead people for this will be Liz Geller or Mark Davis.

There is an expectation that vulnerable children who have a social worker can attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Nailsworth School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Senior leaders and the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Nailsworth C of E Primary School leaders and social workers will agree with parents/carers whether any will be attending school and then follow up on any pupil that they were expecting to attend, who does not.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

4. Designated Safeguarding Lead

When Nailsworth C of E Primary School is partially opened, a DSL or Deputy will be on site. A named DSL will be available either in school or “on call” contactable by phone/remotely and available to attend school if required over holiday periods.

It is important that all staff have access to a trained DSL or deputy. On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern
Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy.

In the unlikely event that a member of staff cannot have a direct conversation with the DSL or a Deputy DSL, they should email them to ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should follow the process outlined in the school Child Protection and Safeguarding Policy.

Concerns around the Headteacher should be directed to the Chair of Governors.

6. **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a DSL or deputy who has been trained will continue to be classed as a trained DSL or deputy even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children’s workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children’s barred list check
- there are no known concerns about the individual’s suitability to work with children

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7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, Nailsworth C of E Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Nailsworth C of E Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Nailsworth C of E Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

8. Online safety in schools and colleges

Nailsworth C of E Primary School will continue to provide a safe environment, including online.

Where students are using computers in school, appropriate supervision will be in place.
9. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children’s social care and as required, the police.

Nailsworth C of E Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Nailsworth School are not currently delivering virtual lessons. Should they do so in future, having made a decision with the full agreement of governors, the following guidance will be adhered to:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by the Senior Leadership Team to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

10. Supporting children not in school

Nailsworth C of E Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive support in school, they should ensure that a robust communication plan is in place for that child or young person.

The communication plans can include; phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
Nailsworth C of E Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Nailsworth C of E Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Nailsworth School need to be aware of this in setting expectations of pupils’ work where they are at home.

Nailsworth C of E Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

11. Supporting children in school

Nailsworth C of E Primary School is committed to ensuring the safety and wellbeing of all its students.

Nailsworth C of E Primary School will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Nailsworth C of E Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Nailsworth C of E Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where Nailsworth C of E Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the governors.

12. Peer on peer Abuse

Nailsworth C of E Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting
victims. Children who are in school during partial closure will be supervised at all times, to ensure they feel safe.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection and Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required ensuring the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.