



# **CHILD PROTECTION POLICY**

## **2020 - 2021**

*Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

Agreed by governors: November 2020  
Next review: Autumn 2021

## **Statement of Intent**

At Rodmarton Primary School we have a responsibility to ensure that the children with whom we are in contact are protected from harm. The protection and welfare of the child is the paramount consideration in all actions. It covers all children and is not prejudiced by sexual orientation, race, religion or culture. This policy has been formulated by staff, governors and parent representatives and supports the principles of the Children's Act, and guidance offered by national authorities. The purpose of this document is to help all who work in the school environment to identify and support children who may be at risk.

Gloucestershire Safeguarding Children Board states:

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

## **Context**

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

- Ensuring we practice safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

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

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

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read and understood part 1 of Keeping Children Safe in Education.

### **The Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead at Rodmarton Primary School is:

Name: Mrs Caroline Musty, telephone number: 01285 841284

The Deputy Designated Safeguarding Leads are:

Mrs Sophie Cooksley – Monday Tuesday Wednesday, telephone number: 01285 841284

Mrs Rebecca Makin – Wednesday Thursday Friday, telephone number: 01285 841284

It is the role of the Designated Safeguarding Lead to:

- ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date.
- Be available to discuss any concerns or issues raised by staff.
- ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract.
- ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- ensure that the school operates within the legislative framework and recommended guidance.
- ensure that all staff and volunteers are aware of the GSCB Inter-agency Child Protection and Safeguarding Children Procedures and guidance.
- develop effective working relationships with other agencies and services.
- decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.

- liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse.
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, and are passed securely should the child transfer to a new provision.
- submit reports to ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child.
- ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- provide guidance to parents, children and staff about obtaining suitable support.
- make parents aware of the safeguarding procedures used and how to access the child protection policy.

The Nominated Governor for Child Protection is:

Name: Sheila Wills

The Nominated Governor for Safer Recruitment is:

Name: Sheila Wills

The following staff and Governors are Safer Recruitment trained:

Mrs Caroline Musty and Mrs Sheila Wills

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

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/ setting and staff for child protection by setting out its obligations on the school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

- Ensure that all staff have read and understood parts 1 and 5 of Keeping Children Safe in Education.
- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:
  - The content of the curriculum.
  - The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
  - The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
  - Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
  - Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

**Always** check the Gloucestershire Safeguarding Children website at [www.gscb.org.uk](http://www.gscb.org.uk) for the most up to date advice.

### **Recognition of possible abuse**

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Any concerns should be noted and discussed with the Designated Safeguarding Lead (DSL) for the school.

### **Procedures and responsibilities**

All staff should be aware of procedures to be followed when becoming suspicious of abuse or if told that abuse has taken place, including those in cases where an accusation is made against a member of school's staff.

If a professional has a concern about the wellbeing of a child then that professional should immediately share their concerns with their designated teacher to help clarify the nature of their concerns. They should then complete a written record of the nature and circumstances surrounding the concern and include any previous concerns already held,

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

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

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
- Report the suspicion to the Designated Safeguarding Lead.  
The DSL will take the appropriate action.

### **Disclosure**

- Allow the child to talk – ask only open questions e.g. 'Can you tell me more about' Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring.

- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
- Reassure the child that they were not to blame and they were right to talk to you.
- Ask the child if they have told anyone else.
- Keep an open mind.
- Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (The note should record the time, date, place and people who were present as well as what was said. This note may well be used in any subsequent court proceeding and may be required as evidence).
- Establish details of full name, D.O.B. address and names of parents/guardians.
- Report to the DSL who will contact Social Care as necessary.

### **Professional confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection. Rodmarton Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

We recognise that all matters relating to child protection are confidential.

The Designated Person for Safeguarding will disclose any information about a child or a young person to other members of staff on a need to know basis.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot make a promise to a child to keep secrets.
- Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil/Child Record, and securely within a locked cabinet.

### **Staff Records and monitoring**

Well-kept records are essential to good child protection practice. Rodmarton Primary School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanor and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries, marks, past and present
- When is recording needed?
- When there is a concern over:

- Marks on the child's body

If a child confides in a member of staff and requests confidentiality it is important that the child is told sensitively that the teacher has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however be assured that the matter will be disclosed only to people who need to know.

The procedures are laid down in the Gloucestershire Safe guarding Children Handbook (Child Protection Procedures). A printed copy is not now available but a live version can be found on [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)

Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's designated teacher for child protection.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

DSL will inform Rodmarton School Governing body as laid down in the Gloucestershire Safeguarding Children's Handbook.

Children identified on the Child Protection Register will be monitored in line with agreed Child Protection Plan. Appropriate personnel who are in direct contact with said child would be informed and notify the Head teacher as part of monitoring process.

Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

### **Listening and talking to children** (staff guidance)

Take what the child says seriously

React calmly because over reacting can frighten the child and compound feelings of guilt.

Tell the child they are not to blame. Children often feel guilty.

Explain to the child what will happen next.

Check out your understanding with the child of what has happened if you are not clear what the child is telling you.

Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.

Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

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

### **Reporting concerns to Parents**

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

### **Guidance when listening and talking to parents**

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

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

- Meet parents with the Head teacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc).

For further guidance please contact Gloucestershire Safe Guarding Children Board.

### **Staff Agreed Code of Conduct**

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions. Please refer to our Code of Conduct and Confidential Reporting Procedure (Whistleblowing).

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

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

### **Individual teachers / individual pupils in classroom situation**

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

### **Physical contact with pupils**

It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all



concerns need to be reported to the Head teacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

### **Appropriate personnel to be informed regarding first aid.**

All supervising adults have been notified and clearly understand our First Aid and Medical Needs policy which outlines their first aid responsibilities within school.

### **Extended Services**

The school will ensure that adults working in school with children have completed the correct checks and fulfill the new requirements of DBS.

### **Children's attendance**

Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfill the requirements of our Child Protection policy, staff are asked to report any concerns/issues regarding attendance to the Head teacher.

### **Supervision of Children off site**

Procedures for Child protection are applied in the event of off-site activities. Adults remain in a position of trust and will be expected to maintain clear professional boundaries at all times. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

As with all school policies the governors fully support the practice of equality of opportunity for all children and with reference to the Discrimination Rights Commission Act (2002)

Further information can be found at [www.gscb.org.uk](http://www.gscb.org.uk) Gloucestershire Safeguarding Children Board (GSCB)

### **Pupils with SEND**

We recognise that children with SEND can have potential abuse put down to their needs, may be prone to isolation and should have additional pastoral support.

### **Early Help**

Any child may benefit from early help, but all school and college 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 in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- 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

## **Other Linked Policies and Documents**

- Anti-Bullying Policy
- Early Help
- Prevent
- Whistleblowing Policy
- Volunteer Helpers Policy
- First Aid Policy
- SEND Policy
- AUP Policy
- Disability Policy
- School Behaviour Policy
- PSHE Policy
- Online-Safety Policy
- Single Central Register
- Guide to Safer Working Practice
- Safer Recruitment and Selection
- Complaints Policy
- Medical Conditions Policy
- Intimate Care Policy
- Health and Safety Policy
- Code of Conduct (Whistle Blowing)

## **Monitoring and Evaluation**

To ensure this policy is effective regular evaluation must take place with links made across all related policies and procedures. The head teacher and Safeguarding Governor will carry out an annual audit with regard to safeguarding using the LA self-audit proforma and report any related actions to the relevant governing body committees. These actions will form the Safeguarding Action Plan and will be reported to the governing body. This policy has been reviewed, agreed and implemented by the staff and governors of Rodmarton Primary school. It will be reviewed on an annual basis.

## **Emergency Procedures**

-If the school DSL's or the Deputy DSL are not available, establish the facts and details and contact the Children's Help Desk (Glos. 01452 426565).

-In cases where you are unsure how to proceed, phone Glos. Children's Help Desk (Glos. 01452 426565) discuss the situation and ask for advice from a Social Worker Practitioner. No names should be given at this stage.

-In cases where you are sure a Social Care assessment is required, make a referral to the Children's Help Desk within 24 hours.

You will be asked to follow up the details of the concern in writing using the Multi-Agency Service Request form as in Appendix 2

A social worker may come to school to talk to the child.

Establish who will be responsible for informing the parents that a referral is being made, unless to do so would place someone at risk of harm.

If concerns are about physical or sexual abuse contact the Children's Help Desk

**IMMEDIATELY**

## **Government Categories of Child Abuse– Descriptors**

### **Physical Abuse**

Physical abuse 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 feigns the symptoms of or deliberately causes ill health to a child whom

they are looking after. This situation is commonly described using terms such as fictitious illness by proxy (previously known as Munchausen syndrome by proxy).

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

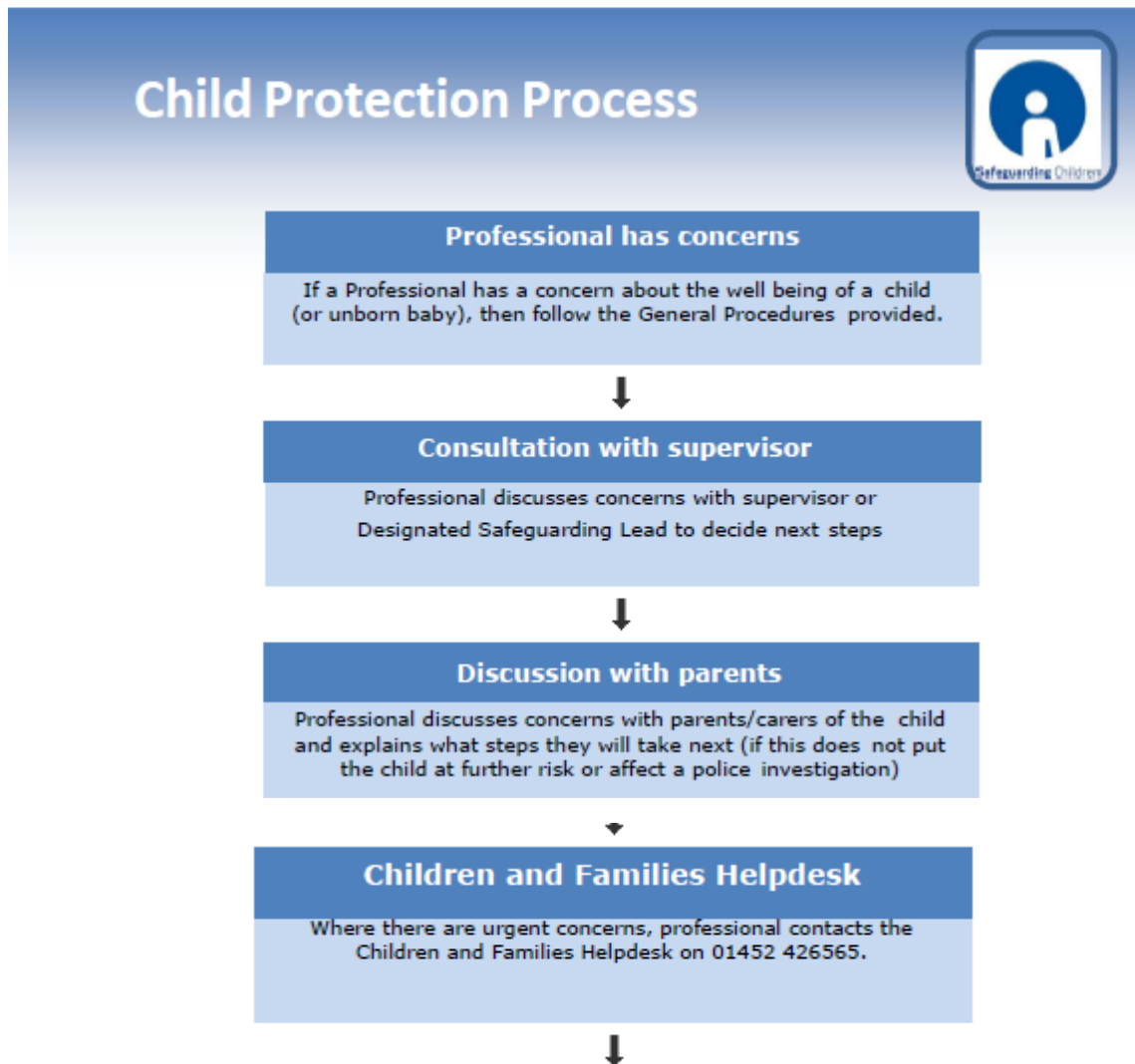
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 2.1 Procedure where abuse is suspected/disclosed:

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

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.

The designated person should briefly and accurately record the concern and the child's comments in writing and then follow the process below (from GSCB Procedures [http://www.swcpp.org.uk/swcpp/swcpp\\_procedures.htm](http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm))



### Seeking advice from Children's Social Care

Professional can have a discussion with the Practitioner Advice Line on 01452 426565 (option 1) or a Community Social Worker to discuss your concerns and decide the most appropriate response to meet the needs of the child and their family.



### Making a Request for Service to Children's Social Care

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

Educational settings, Learning Mentors, School Nurses, Health Visitors, Prospects and Education Entitlement & Inclusion Officers are reminded that any concern regarding attendance coupled with illness or reticence to share information or delaying tactics used by parents should be discussed, see stage 4 of the above process.

The referral form for the children's helpdesk is included as [Appendix 1](#)

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

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

## Child Protection Initial Concern Record



### Initial Concern Record

Please complete this form, in as much detail as possible, if you have any concerns regarding individual children.

<b>Name of Child:</b>	<b>Class or age:</b>
<b>Concern:</b>	
<b>Time and Date:</b>	<b>Name of person registering concern: Signature:</b>
<b>Name of person to whom you have given this form:</b>	
<b>Response/Action Taken:</b>	
<b>Follow Up Action Required:</b>	
<b>Date:</b>	<b>Name: Signature: Position:</b>

**Please pass this to the DSL immediately after completing form**

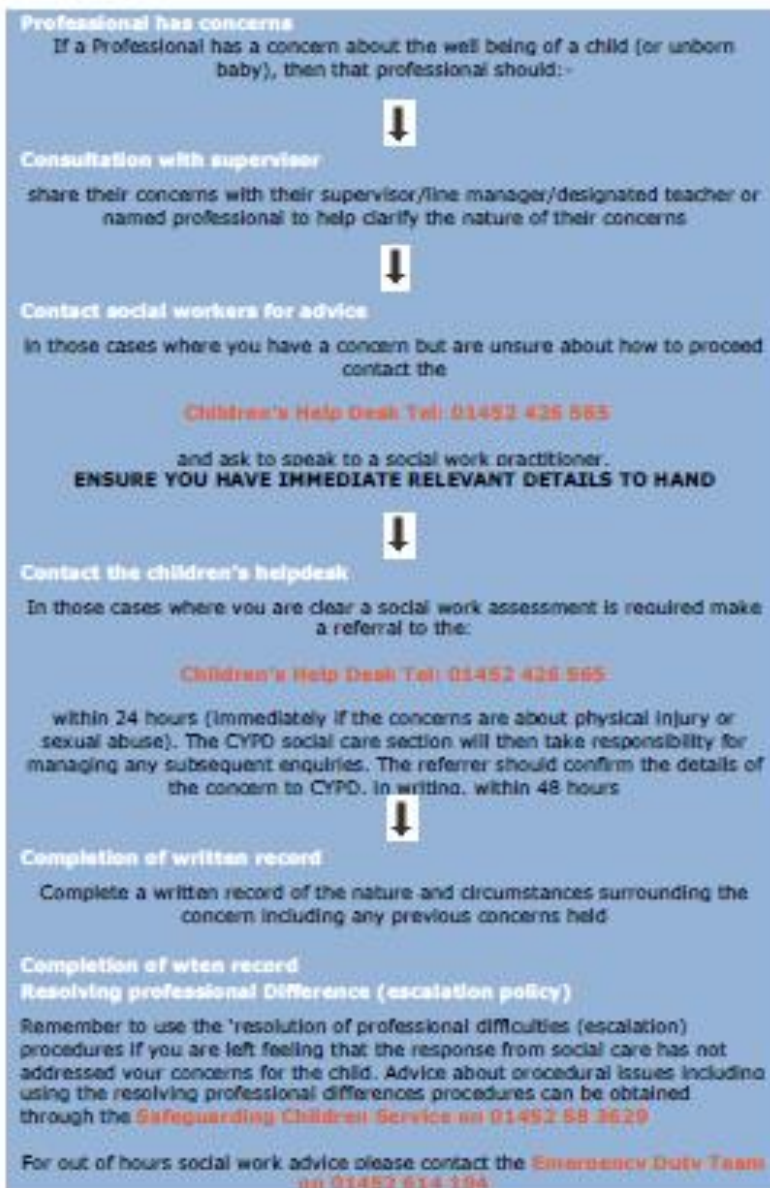
**Designated Safeguarding Lead: Caroline Musty**

**Deputy Designated Safeguarding Leads:  
Sophie Cooksley Monday Tuesday Wednesday  
Rebecca Makin Wednesday Thursday Friday**

## Chapter 4: Making a Child Protection Referral

The DSL will usually make referrals. However it is the responsibility of the Head teacher/setting and the DSL to ensure **all staff** know the procedure and have the confidence to use it.

### 4.1 The Stages of Referral



When making a request for service, the form at [Appendix 1](#) should be used. Consent to share information should be sought from parents unless to do so would place the child or another person at risk of harm.



## **Allegations Management- Concern about another professional**

### **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 2013 and the South West Procedures.

<http://www.online-procedures.co.uk/swcpp/procedures/allegations-against-staff/allegation-suspicion-arisen/lado-informed/>

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

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children 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 is unsuitable to work with children or they 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. In the case of allegations against the Headteacher, concerns should be reported to the Chair of Governors.

### **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 investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

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

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

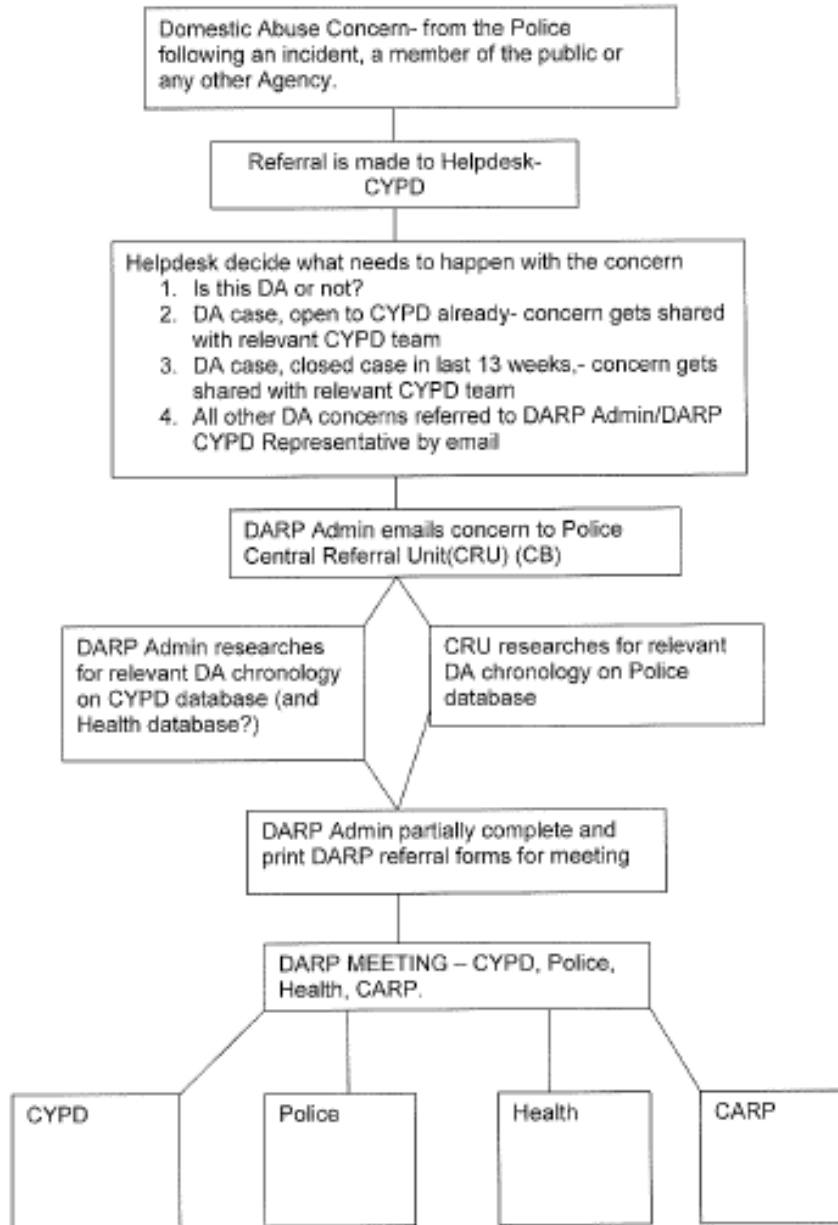
### **Allegations Management Process**

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



## Domestic Abuse Referral Process



The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are not already open to Social Care. If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

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

cases, share information and make informed decisions about actions. For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator [faye.kamara@gloucestershire.pnn.police.uk](mailto:faye.kamara@gloucestershire.pnn.police.uk) on 01242 247933

### **Multi Agency Risk Assessment Conference (MARAC)**

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

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

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'<sup>1</sup>

Please see [www.caada.org.uk](http://www.caada.org.uk) for more information about the process and to view the **Education toolkit for MARAC**.

Education Representatives do attend any of the four MARACs. In some cases, the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Safeguarding Lead or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999, [cruenquiries@gloucestershire.pnn.police.uk](mailto:cruenquiries@gloucestershire.pnn.police.uk) For any more information on this process please contact Faye Kamara- Strategic County Domestic Abuse and Sexual Violence Co-ordinator, [faye.kamara@gloucestershire.pnn.police.uk](mailto:faye.kamara@gloucestershire.pnn.police.uk) or 01242 247933

### **Multi-Agency Public Protection Arrangements (MAPPA)**

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

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

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

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection

conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

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

## **Specific Safeguarding Issues**

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

### **Child Sexual Exploitation Warning Signs and Vulnerabilities Checklist**

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighborhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carer.

The following signs and behaviour are generally seen in children who are already being sexually exploited.

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Absent from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.
- Receipt of gifts from unknown sources.
- Recruiting others into exploitative situations.

- Poor mental health.
- Self-harm.
- Thoughts of or attempts at suicide.

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. Professionals should immediately start an investigation to determine the risk, along with preventative and protective action as required. However, it is important to note that children without pre-existing vulnerabilities can still be sexually exploited. Therefore, any child showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

The following organisations and agencies need to take account of the above list and work together

to identify children showing the warning signs of, or who are vulnerable to, child sexual exploitation,

and act accordingly:

- Accident and Emergency.
- CAMHS services.
- Children's Social Care (including family support/early intervention teams, child protection/duty and assessment teams, looked-after children teams, leaving care teams).
- Drop-in clinics and community based health services.
- Drugs and alcohol misuse services.
- Educational institutions (including schools, pupil referral units, academies, private schools, special schools, and extra-curricular provision).
- Fire service.
- Gangs and serious youth violence projects.
- GP surgeries.
- GUM and family planning clinics.
- Housing (including foyers, hostels, refuges, bed and breakfast, and housing associations)
- Midwifery and health visitors.
- Police (including neighborhood policing, missing, safer schools officers, gangs and youth violence, organised crime, trafficking, child abuse investigation teams, sexual offences teams)
- Residential children's homes.
- Sexual Assault Referral Centres.
- Violence against women agencies (including rape crisis and refuge provision).
- Youth Justice agencies (including youth offending services, secure training centres and youth offending institutions).
- Youth service and specialist agencies working with children and young people (including mentoring services, those working with disabled children, LGBT children, BME children)

### **Children Missing Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Vulnerability to Radicalisation and Extremism**

It is essential that our staff are able to identify pupils/students who may be vulnerable to radicalisation, and know what to do when they are identified. Our school sees protecting our pupils/students from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils/students from other risks (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. All staff will have access to a general Prevent awareness programme to be able to understand and identify any risks to pupils at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel. Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

### **Online-Safety including sexting and cyberbullying**

Our online-Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. classwork, mentoring. Where it is suspected that a child is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency.

### **Drugs**

Where it is felt that children are vulnerable to substance misuse and it is identified as a risk then where appropriate a referral to children's services will be made.

### **Medication**

Staff can administer prescribed medicines to children if the parents are unable to come into school to administer them. Staff do not have to administer any medicine to children if this is something they do not wish to do and must let the Headteacher know. Parents are required to complete a medication form for any medicines that they wish staff to administer on their behalf. Asthma inhalers are kept with the pupils. All other medicines are stored securely away from pupils.

### **Fabrication of Illness in a Child**

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and
- specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Where this is identified and considered a risk a referral following the Gloucestershire Child Protection referral process will be made.

### **Gangs and Youth Violence**

We will endeavor to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

### **Gender Based Violence**

www.gov.uk – home office policy document, 'Ending violence

21 violence/violence against women and girls (VAWG) against women and girls in the UK' (June 2014)

FGM (Female Genital Mutilation) is violence against women and girls.

Hope House SARC (Sexual Assault Referral Centre): 01452 754390

## **Gender Identity and Sexuality**

Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying: Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Behaviours displayed in these forms of bullying are in many cases similar to those of other forms of bullying, but there is the additional element of inappropriate or coercive sexual behaviours, which can in extreme cases constitute criminal behaviour such as sexual abuse. Some of the behaviours associated with sexist, sexual or transphobic bullying, such as the use of sexist or inappropriately sexual language, can sometimes go unchallenged in schools as school staff are unsure how to respond appropriately. Examples of some behaviours which may be seen in instances of sexist, sexual or transphobic bullying include: inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing he/she pronouns) and the display or circulation of images of a sexual nature.

Sexual and sexist bullying is a form of violence against women and girls as it disproportionately impacts on girls and young women. Girls are more commonly at risk from sexual and sexist bullying and this is a crucial issue to address because of its relationship to the broader issue of violence against women in society. However, boys have also reported being subjected to sexual or sexist bullying (as shown in data provided by ChildLine), and transphobic bullying may be targeted towards young people of either sex. It is important to note the links to homophobic bullying as young men are bullied when they do not fit in to heterosexual gender roles.

Schools must respond to this type of bullying as they are responsible for safeguarding the health and well-being of their pupils, which can be adversely affected by bullying. Sexist, sexual and transphobic bullying can damage lives. It may cause fear and anxiety, increase the likelihood of self-harm and limit aspirations and achievement. The effects of exposure to bullying can last well into adulthood.

## **Hate Crime**

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion or belief
- Transgender identity
- Sexual orientation
- Age
- Gender
- Alternative subcultures, eg homeless

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language

- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

The school will:

- clearly identify prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- take all prejudice-based incidents seriously, ensuring that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work.
- take preventative action to reduce the likelihood of such incidents occurring
- recognise the wider implications of such incidents for the school and local community
- provide regular reports of these incidents to the Governing Body
- ensure that staff inform the Headteacher by formally recording incidents
- deal with perpetrators of prejudice based abuse effectively.
- If there is a potential for the incident to be a criminal offence, Gloucestershire Constabulary should be contacted.
- support victims of prejudice based incidents and hate crimes Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 [www.victimsupport.org.uk](http://www.victimsupport.org.uk) ). Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation 01452 754 542 [www.restorativegloucestershire.co.uk](http://www.restorativegloucestershire.co.uk)
- ensure that staff collectively monitor the success of preventative strategies being adopted to address bullying and prevent it happening again

### **Procedure Where Honour Based Violence (HBV) Forced Marriage (FM) Female Genital Mutilation (FGM) is suspected/ Alleged.**

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

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

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>  
<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>  
<http://www.karmanirvana.org.uk/>

**Female Genital Mutilation** is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

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

*The Honour Based Violence Sub group are currently in the early stages of drafting a monitoring/reporting form. This has been developed in an attempt to scope the prevalence of Honour based Violence, Forced Marriage and Female Genital Mutilation. The form is purely to monitor the cases in Gloucestershire; past, and current risk. Once this has been finalised it will be added to the appendix.*

### **Mental Health**

CYPS (Gloucestershire's mental health services)

CYPS (Gloucestershire children's mental health services).

Consultant psychiatrists.

PSHE / SMSC curriculum – emotional wellbeing, stress management.

### **Peer on Peer Abuse**

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant



Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Any professional who feels that a young person has abused another child or young person should notify children's social care.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent. There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

### **Sexting**

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

### **Teenage Relationship Abuse**

www.gov.uk – **home office 'teachers' guide to violence and abuse in teenage relationships.** All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support. Young person's GDASS leaflet.

Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208)

Gloucestershire Take a Stand – [www.glostakeastand.com](http://www.glostakeastand.com)

Holly Gazzard Trust (local charity) – support worker.

### **Trafficking**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where our School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

# Child Protection Policy Appendix

## COVID-19

### Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people could have to isolate at home and staffing is likely to be significantly affected through illness and self-isolation although the school opened fully in September 2020. These procedures will be put in place during any school closure or for when any pupils need to isolate at home.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL or Deputy DSL's in line with our established safeguarding procedure.**

This document sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

### Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is: Mrs Caroline Musty  
[head@rodmarton.gloucs.sch.uk](mailto:head@rodmarton.gloucs.sch.uk) 01285 841284

The Deputy Designated Safeguarding Leads are:  
Mrs Sophie Cooksley – Monday Tuesday Wednesday,  
telephone number: 01285 841284  
Mrs Rebecca Makin – Wednesday Thursday Friday,  
telephone number: 01285 841284

Chair of Governors: Mr Peter Lucas [chair@rodmarton.gloucs.sch.uk](mailto:chair@rodmarton.gloucs.sch.uk)  
Safeguarding Governor: Mrs Sheila Wills [swills@rodmarton.gloucs.sch.uk](mailto:swills@rodmarton.gloucs.sch.uk)

The school's approach ensures the DSL or Deputy DSL is always contactable in either person or by telephone while the school is open. All staff will be re-issued with contact details for DSL's during school closure and should report any concerns by contacting the DSL or Deputy DSL. In the unlikely event that a member of staff cannot have a direct conversation with the DSL or Deputy DSL, they should email [head@rodmarton.gloucs.sch.uk](mailto:head@rodmarton.gloucs.sch.uk) to ensure that the concern is received.

Staff will continue to follow the Child Protection procedure and advise the Designated Safeguarding Lead immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: **01452 426565 or by email**

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

Further details can be found at [Gloucestershire Safeguarding Children Executive](#)

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here:

[Gloucestershire Safeguarding Children Executive](#)

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.

### **Identifying vulnerability**

Schools relationships with the community mean we have identified children who may be classed as 'vulnerable'

We have considered the following groups and where applicable, we have put in place specific arrangements:

- Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact
- Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact
- Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers and SENCO.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed.
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

- For those children at home, the DSL will make at least weekly contact with all families and more regularly with those families who are known to need additional support. Work will be planned for all pupils and will be accessed through Google Classroom. Regular updates will be provided through the school newsletter and Parentmail. In addition to this, the school will make contact with pupils through 'Google Hangout'.

### **Attendance**

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home

visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

### **Staff will be aware of increased risk**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress [see government guidance](#).

Operation Encompass will continue as normal with notifications being sent to the school’s email address [encompass@rodmarton.gloucs.sch.uk](mailto:encompass@rodmarton.gloucs.sch.uk) For further information please contact Halah Shams El-Din on 01452 328953 or by email [halah.shamsel-din@gloucestershire.gov.uk](mailto:halah.shamsel-din@gloucestershire.gov.uk)

### **Risk online**

Young people will be using the internet more during this period. The school is using online approaches to deliver educational and social opportunities. Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school’s code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance
- Parents and carers have information via the policies on the school website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school’s approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online.

### **Allegations or concerns about staff**

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that ‘it could happen here’ and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at [The role of the LADO and the allegations management process](#)

## - Safeguarding Children in Gloucestershire

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) .

### **New staff or volunteers**

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education.
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart in KCSiE 2020) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#)
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.