



CHILD PROTECTION POLICY

2021 - 2022

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: October 2021
Next review: Autumn 2022

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 and their interests are at the heart of all decisions. 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'.

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We also recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our School will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the School.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the School by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the School medical records are forwarded as a matter of priority. If a child leaves the School to be educated at home, the School will work with other key professionals to coordinate a meeting with parents and carers where possible. Ideally this will be in advance of a final decision to remove is made.

Children are taught to understand and manage risk through our person, social, health and economic (PSHE) education and Relationship and Sex Education and through all aspects of School life. This includes online safety. This is delivered using materials from The Pink Curriculum.

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.

The welfare of the child is paramount, whether they are in school or at home learning remotely.

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.

Roles and Responsibilities

The Governing Body understand and fulfil their strategic leadership responsibilities, namely, to ensure that:

- there is a Safeguarding and Child Protection policy together with a staff behaviour policy
- Safeguarding and Child protection policy, recruitment and managing allegations policies and procedures, including the staff behaviour policy, are consistent with Gloucestershire's Safeguarding Partners and statutory requirements, are reviewed annually and the Safeguarding and Child Protection policy is publicly available on the School website or by other means.
- all staff including temporary staff and volunteers are provided with the School's safeguarding and child protection policy and staff behaviour policy.
- all staff have read Keeping Children Safe in Education (2021) Part 1, and that mechanisms through training and support are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- the School operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- the School has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher.
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description. The DSL and /or Deputy are available throughout the school hours to deal with safeguarding issues and that appropriate cover is made for out of hours/out of term activities.
- on appointment, the DSL and deputy(ies) undertake interagency training and 'Update' training every two years and in between this time keep themselves updated with relevant legislation.
- ensure that one or more deputy DSL are appointed to provide support to the DSL, and that they are trained to the same standard as the DSL. The role will be explicit in their job description(s).
- all other staff have safeguarding training updated as appropriate so that they are appropriately equipped to support pupils.
- at least one member of the governing body has completed safer recruitment training to be repeated every 3 years in line with the School's expectations.
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), and through relationship, sex and health education (RSHE).
- appropriate safeguarding responses are in place for 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.

- appropriate online filtering and monitoring systems are in place across the School.
- enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the School) and Section 128 checks are in place for all Governors.
- When letting the school premises to other organisations, checks will be made to ensure that the appropriate safeguarding arrangements are in place to keep children safe and this will be a condition of the letting agreement.
- any weaknesses in Safeguarding are remedied immediately.

The Headteacher will ensure that;

- the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- all staff feel able to raise concerns about poor or unsafe practice about any member of staff including volunteers and supply teachers. Any such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and this will be appropriate to the age and stage of the pupils and personalised where appropriate.
- they liaise with the Local Authority Designated Officer (LADO) and the CEO, before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

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 Rachael Scott –Wednesday Thursday Friday, telephone number: 01285 841284

The Designated Safeguarding Lead holds ultimate responsibility for safeguarding and child protection in the school.

It is the role of the Designated Safeguarding Lead to:

- Ensure that the names of the Designated Safeguarding Lead and deputies, are clearly advertised in the school.
- Encourages a culture of listening to children and taking account of their wishes and feelings;
- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date and will ensure that they refresh their knowledge and skills at regular intervals throughout the year.

- Be available to discuss any concerns or issues raised by staff and act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Will refer a child if there are concerns about possible abuse, to the relevant partners including the police if necessary through the Gloucestershire Mash team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the online Multi Agency Referral Form (MARF)
- 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.
- liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse.
- 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.
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral. They will ensure that records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday.
- 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 DSL (or in their absence, the Deputy DSL's) are available throughout school hours to deal with safeguarding issues and appropriate cover is made for out of hours/ out of term activities.
- Will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at GCSP.
- Will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained.
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex B.

- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.

The Deputy Designated Safeguarding Lead(s) are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above. The role will be explicit in their job description(s).

All School Staff will:

- Understand that no one staff member can have a full picture of a child's needs and circumstances therefore it is everyone's responsibility to safeguard and promote the welfare of children. Staff have a role to play in identifying concerns, sharing information and taking prompt action by immediately speaking to the DSL or a deputy.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- Refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or children's social care;
- Be aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.

The Safeguarding Governor Will

- undertake training appropriate to the role.
- monitor the SCR to check for compliance.
- liaise with the Designated Safeguarding Lead and inform the governing body of any pertinent information.

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.
- 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 members of staff are trained in and receive regular updates in online safety and reporting concerns, including keeping safe online when remotely educating.

- 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.gloucestershire.gov.uk/gscp 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

All staff will ensure that in line with DFE guidance on information sharing they will: Contribute to interagency working as part of its statutory duty. This includes work with the LA, SC, the police, health services and other services to protect the welfare of its pupils through the early help process and by contributing to interagency plans to provide additional support.

In recognition of this, staff members are aware that whilst GDPR places a duty on School to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupils being placed at the risk of harm. They will be mindful that sharing early information is vital in ensuring that effective identification, assessment and appropriate service allocation is in place for pupils. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. Information must be with the right people between and within agencies.

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 cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to Social Care with parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with other professionals, including use of the NPCC when to call the police materials to determine the next step

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.

Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead.

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

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)

Children who are Particularly Vulnerable

It is recognised that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Our teaching on safeguarding, including online safety, for this group of pupils will be scaffolded as appropriate to ensure that they are fully able to understand how to keep themselves safe.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Is frequently missing or goes missing from care or home
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation, trafficking or slavery.
- Is at risk of being radicalised or exploited.
- Do not have English as a first language
- Potentially at risk of female genital mutilation
- Potentially at risk of forced marriage ♣ Is privately fostered.

Safeguarding SEND pupils

Disabled children at greatest risk of abuse are those with behaviour or conduct disorders. Other high-risk groups include:

- children with learning difficulties/disabilities
- children with speech and language difficulties
- children with health-related conditions
- Deaf children

(Miller and Brown, 2014).

Why are disabled children at greater risk of abuse?

There are several factors that contribute to disabled children and young people being at a greater risk of abuse.

Communication barriers

Children and young people with speech, language and communication needs (including those who are Deaf, or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

- Adults may have difficulty understanding a child's speech so they may not realise when a child is trying to tell them about abuse.
- Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.
- Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.
- It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs. Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them.

Misunderstanding the signs of abuse

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
-
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of education on staying safe

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to d/Deaf and disabled children (Garbutt et al, 2010).

As a result, a disabled child may not know how to recognise abuse or who to tell.

Increased isolation

Disabled children may have less contact with other people than non-disabled children, because they have:

- fewer out of school opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- less access to transport
- less provision for appropriate toilets and changing facilities
- difficulty finding out about accessible events

(Franklin, 2016).

This means they have fewer people to turn to if they need help or support.

They may be further isolated if they:

- need carers to take them out
- have restricted independence because they use a wheelchair or require a sign language interpreter
- live away from home at a residential school.

Disabled children and their families may have limited access to support systems. Support may not be available due to lack of funding or it may not be appropriate for the child's physical, emotional or cultural needs. This can make it difficult for parents to provide the care their child needs and add to the pressure of caring for a disabled child.

Dependency on others

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.

If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.

Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Where a child needs help with intimate care an Intimate Care Plan will be developed and agreed with parents/carers.

Inadequate support

It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.

- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers (Hershkowitz, Lamb and Horowitz, 2007).
- Adults may not understand or respond to a disabled child's safeguarding needs.
- Communication barriers may prevent adults fully understanding what the child is telling them.
- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with disabled children.

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.

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.

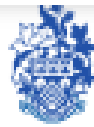
Name of Child:	Class or age:
Concern:	
Time and Date:	Name of person registering concern: Signature:
Name of person to whom you have given this form:	
Response/Action Taken:	

Follow Up Action Required:	
Date:	Name: Signature: Position:

Please pass this to the DSL immediately after completing form

Designated Safeguarding Lead: Caroline Musty

Deputy Designated Safeguarding Leads:
Sophie Cooksley Monday Tuesday Wednesday
Rachael Scott Wednesday Thursday Friday



Child Protection Process

Professional has concerns

If a professional has a concern about a child, or unborn baby, then follow the General Procedures provided



Consultation with Supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with Parents

Professional discusses concerns with parent/ carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



MASH

Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 3)



Seeking advice from Children's Social Care

If you work with children and families and have safeguarding concerns which are not of an urgent nature and would like a conversation to consider threshold and planning, please contact the Community Social Work Team on 01452 426263.

Alternatively, if you ring 01452 426565 and select option 2, you will be transferred to the Early Help service for their response. However, where possible, please contact the Community Social Work team in the first instance.



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Referral Form (MARF). 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 be 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. Please use the [Gloucestershire Children's Services Portal](#) to submit a MARF.

Referrals to Social Care

Professional has made a referral to Social Care

If a professional has a concern about a child, or unborn baby, then follow the General Procedures provided



Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours and sent to childrensinquirydesk@gloucestershire.gov.uk



Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm



Strategy Discussion

The Strategy Discussion is convened by the appropriate Assessment Team where there is suspected actual harm or likely significant harm



Section 17 Child in need of services

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been Resolved

Section 47 Child in need of protection

A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days



Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion. (It may also determine that services are required under Section 17).

Child Protection Conference Process

A Request for a Child Protection Conference has been made

The Strategy Discussion convened by the Children's Social Care team will decide if a child is judged to be at continued risk. The Child Protection Conference Team must be informed immediately if this is the case



Initial Child Protection Conference

The multi-agency Conference includes all professionals who are involved with the family and the children and young people themselves. Together it is decided whether a Child Protection Plan should be put in place



No Child Protection Plan

The Child Protection Conference agrees that no Child Protection Plan is required but it may be that Section 17 services are required

Child Protection Plan

The Child Protection Conference agrees that a Child Protection Plan is required



Core Group

The Core Group meets after the Conference to follow through the Child Protection Plan lead by the Child's Key Worker



Review Child Protection Conference

Within three months of the Initial Conference the Child Protection Conference Team convenes this to review the progress of the Child Protection Plan and decides either:

To end the Child Protection Plan

This may be that:

- the child protection issues are resolved
- services may be required under Section 17 or
- the child is protected through other procedures (Looked After Children)

So the CP Plan is no longer required

OR

To continue with the Child Protection Plan

The Child Protection Conference agrees that a Child Protection Plan continues to be required as there is suspected actual harm or likely significant harm. The Plan would then be reviewed every six months.

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

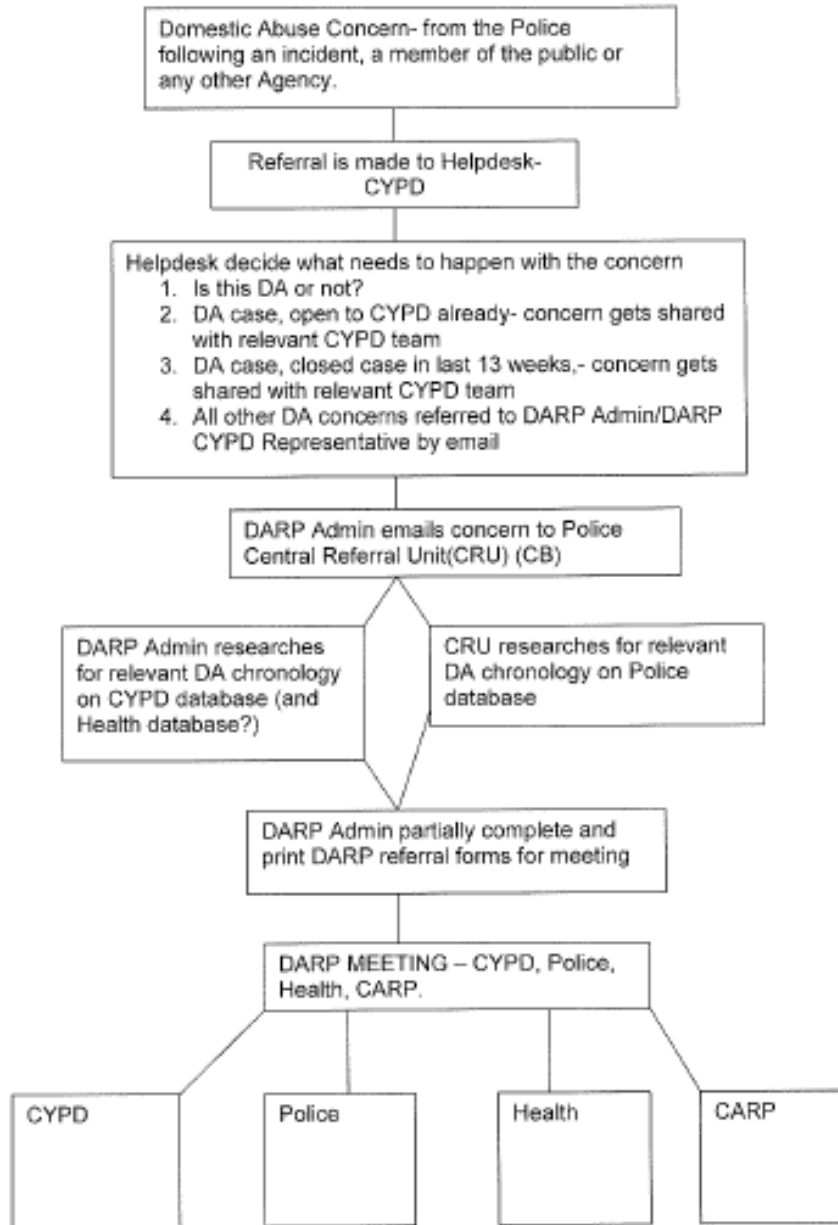
The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

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 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.'¹

Please see 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 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 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)

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 Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

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

Perpetrators may subject children and young people to multiple forms of abuse such as criminal exploitation (including county lines) and sexual exploitation. In these cases, the exploitation/abuse will be in exchange for something the victim wants or needs. Children are exploited for money, power or status. CCE /CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability for pupils. Staff in this School are aware that the experience of girls who are criminally exploited can be very different to boys. The indicators may not be the same. Both girls and boys are at risk of CCE/CSE. Staff are also aware that for children being criminally exploited they may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally or sexually exploited should be passed without delay to the DSL. There is a clear link between regular School absence/truanting and CCE/CSE. Staff should consider a child to be at potential CCE/CSE risk in the case of regular School absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use Gloucestershire's Safeguarding Partners Guidance on all occasions when there is a concern that a child is being or is at risk of being criminally or sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being exploited.

In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

A child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The risks of criminal and sexual exploitation are covered in the PHSE and SRE curriculum in an age appropriate way. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing them harm. They will be supported in terms of recognising and assessing risk in relation to CCE/CSE, including online, and knowing how and where to get help.

Evidence shows that any child displaying several vulnerabilities (see list of children who are particularly vulnerable) 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

Gloucestershire Rape and Sexual Abuse Centre: 01452 526770

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.victmsupport.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
- 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 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

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. We recognise that children are capable of abusing their peers. It will never be passed off as 'banter' or 'part of growing up' as a school, we take a zero tolerance approach to this behaviour. All staff will be vigilant to the prospect that this could happen in this school.

Peer on Peer abuse can take place on or offline and can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting – can happen to any gender.

- Initiation - and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Rodmarton School aims to reduce the likelihood of peer on peer abuse through;

- the established school values.
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE/RSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe on and offline;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, this school will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded, or humiliated and can create a hostile, sexualized or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalised inappropriate behaviour and may lead to sexual violence. Sexual harassment includes;

- Sexual comments
- Sexual "jokes" and taunting
- Physical behaviour, such as deliberately brushing against another pupil
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual Violence refers to the following three offences;

- Rape
- Assault by Penetration
- Sexual Assault

Harmful sexual behaviours is a term used to describe behaviour that is problematic, abusive and violent and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases,
- Inappropriate touching/physical behaviours that are potentially criminal in nature,
- Sexual violence or threats,
- Full penetrative sex with other children or adults,
- Sexual interests in adults or children of very different ages to their own,
- Forceful or aggressive sexual behaviour,
- Compulsive habits,
- Sexual behaviour affecting progress and achievement.

Preventative Approach

The school will ensure that a preventative approach is in place through educating pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies, RSE and PSHCE lessons.

The school will also ensure that pupils are taught about safeguarding including online safety as part of a broad and balanced curriculum. Such content will be age and stage appropriate and will tackle a wide range of issues such as healthy relationships, respectful behaviour, body confidence and self-esteem and gender roles and stereotyping and equality. The impact of this will be checked through pupil voice throughout the year, including through the annual safeguarding audit process.

Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted and boys being subject to initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their non-SEND peers. Staff will not assume that possible indicators of abuses relate to the pupils SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The School’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be as equally robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Support if a child has been harmed, is immediate danger or at risk of harm.

Support will be available for any child who has been harmed, who is in immediate danger or at risk of harm. Options for this include managing the support internally via the school's own pastoral support processes, undertaking an early help assessment or making a referral for the pupil using the normal channels and following the appropriate process.

Support when a Crime may have been Committed.

Support will be available whether a crime has been committed or not. Rape, assault by penetration and sexual assaults are all crimes. Where a report includes such an act, the police will be notified often as a natural progression of making a referral. The DSL will be aware of the local process for referrals. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases the police will take a welfare approach rather than a criminal justice approach. The School has a close relationship with the local police and the DSL will liaise closely.

Support will also be available should the report include online behaviour. Online concerns can be especially complicated. The School recognises that there is the potential for an online incident to extend further than the local community and for a victim or the alleged

perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimization if the content continues to exist.

If a child makes a disclosure that includes images that contains either sexual images or videos staff will not view these image and will explain to the child that this will need to be shared with the DSL and contact them immediately. The images/videos should not be deleted and the DSL will make the appropriate referrals.

Managing Disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. The basic principles for recording the report remain the same and staff will remember to not promise confidentiality at the initial stage and will record the disclosure using the normal School processes ensuring that the facts are recorded as the child presents them – not the opinion of the note taker. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act. They will never assume that someone else will deal with it.

However, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of the LA and SC where necessary. If staff are in any doubt, they should speak to the DSL, who will make a decision based on all available guidance including from the NPCC when to call the police materials.

Where an alleged incident took place away from the School or online but involved pupils from the School. The School's duty to safeguard pupils remains the same.

Anonymity – There are legal requirements for anonymity where a case is progressing through the criminal justice system. The School will do all it can to protect the anonymity of the children involved in any report of sexual violence or sexual harassment. It will consider carefully, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the School will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk Assessment

The DSL or deputy DSL will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or specialist worker will be required. Risk assessments will consider the victim, the alleged perpetrator and other children at the School, especially any actions that are appropriate to protect them.

Taking action Following a Disclosure

The DSL will decide the School's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.

- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on School premises and transport will be prevented.

Ongoing Support for the Victim

For reports of sexual assault of any nature, whilst the School establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The School will consider how to keep the victim and alleged perpetrator apart on School premises and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator. In all cases, the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

There are four likely outcomes when managing reports of a sexual violence or sexual harassment;

- Managing internally - in some cases the School may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support or other specialist internal support.
- Providing early help – The School may decide that statutory interventions are not required, but that pupils may benefit from early help - providing support as soon as a problem emerges. This approach can be particularly useful in addressing non –violent sexual behaviour and may prevent escalation of sexual violence.
- Referral to SC - if a child has been harmed, is at risk of being harmed or is in immediate danger, the School must make a referral. Parents will be informed unless there is a compelling reason not to do so. This decision will be made in consultation with the safeguarding partners. The DSL will work closely with SC to ensure that the School’s actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If SC decides that a statutory investigation is not appropriate, the School will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the School agrees with the decision made by SC they will consider the use of other support mechanisms such as Early Help or pastoral support.
- Reporting to the police – Reports of rape, assault by penetration, or sexual assault will be passed onto the police, even if the perpetrator is under 10. Generally this will be in parallel with a referral to SC. The DSL and deputies will follow the local process for referral. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed it is essential that the School supports the child with any decision taken in consultation with SC and any other specialist agencies.

Whatever outcome chosen it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reason behind decisions, will be recorded on paper or electronically. Due process will be followed at all times.

The following situations are statutorily clear and do not allow for contrary decisions;

- A child under the age of 13 can never consent to sexual activity,
- The age of consent is 16,
- Sexual intercourse without consent is rape,
- Rape, assault by penetration and sexual assault are defined in law,
- Creating and sharing sexual images and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Any decisions regarding safeguarding and supporting the victim will be made having duly considered;

- The age and developmental stage of the victim,
- The needs and wishes of the victim,
- Whether the victim wishes to continue in their normal routine,
- The victim will not be made to feel ashamed about making a report,
- What a proportionate response,
- The terminology the School uses to describes the victim. Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident in small segments, consequently short sessions may be needed to be the considered approach and dialogue needs to be kept open to facilitate this. The victim may choose to appoint a trusted adult. 24.30. Victims may struggle to reintegrate back into a normal classroom environment, therefore it is important not to isolate the victim. The victim may wish to be withdrawn from lessons and activities at times. This will only occur at the victims wishes, not because it is easier to manage the situation. The School will provide a safe space for the victims to use at this time.

Victims may struggle for a long period of time and the School will need to offer long term support in liaison with the relevant agencies for as long as this is needed.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in School, alternative provision or a move to another School will be considered – this will only be done at the request of the victim and their parents. If the victim does move to another School, the DSL will inform the School of any ongoing support needs and transfer the child protection file.

Ongoing Support for the Alleged Perpetrator

When considering the support required for an alleged perpetrator, the School will take into account;

- The terminology used to describe the alleged perpetrator or perpetrator,
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support,
- The reasons why the alleged perpetrator may have abused the victim and the support necessary.
- Their age and developmental stage,
- What a proportionate response looks like,
- Whether the behaviour is a symptom of their own abuse of exposure to abusive practices and/or materials. When making a decision the School will seek advice from the LA, SC, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another School, for any reason, the DSL will inform the destination School of any ongoing support that is required and transfer the child protection file in the usual way.

The School will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the Alleged Perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the School reaching its own conclusions and imposing an appropriate penalty. The School will make decisions on a case by case basis, with the DSL taking a lead role. The School will take into consideration whether any action will

prejudice an investigation and/or subsequent prosecution. The police and SC/LA will be consulted where necessary.

The School will also consider whether circumstances make it unreasonable or irrational for the School to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The School will be clear though whether action taken is disciplinary, supportive or both.

Where a criminal investigation leads to a conviction or caution this will constitute a serious breach of discipline and will result in the view that allowing the perpetrator to remain in the School would harm the education or welfare of the victim and potentially other pupils. This means permanent exclusion. LA guidance will be sought at all times for any such cases. Working with parents and carers.

In most sexual violence cases, the School will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment decisions will be made on a case by case basis. The School will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim and to understand their wishes in terms of support arrangements and next steps.

The School will also meet the parents of the alleged perpetrator to discuss the arrangements that will impact their child, such as being removed from classes with the victims, changes to routines etc. Reasons behind these decisions and explained as well the support being made available. The DSL or a deputy will attend such meetings, with agencies invited as necessary. Safeguarding other children

Children who have witnessed sexual violence will be provided with support. It is likely that children will "take sides" following a disclosure and the School will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. The School will be mindful that contact may be made between the victim and perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent this and will record this on the risk assessment. The School will also ensure that the School's risk assessment consider transport arrangements as a vulnerable place for both victims and perpetrators and any additional support that could be put into place to mitigate risk.

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 and The Production of Indecent Images

The school will ensure that staff are aware to treat the sharing of indecent images including nudes and semi nudes, including through sexting, as a safeguarding concern.

Staff are aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Report the incident to the DSL.
- Tell the DSL immediately if they accidentally view an indecent image and seek support because the child has shared before they could stop them.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.

The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

1. Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved,

where there is an intent to harm the pupil depicted, or where the images are used recklessly.

2. Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the KCSIE requirements.

The DSL should hold an initial review meeting with appropriate School staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to SC.

Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Where the incident is categorised as 'aggravated', immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

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.

Online Safety

The School will adhere to the Online Safety Policy at all times. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil’s online activity.

The School will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. The School will, however, ensure that the use of filtering and monitoring systems does not cause “over blocking”, which may lead to unreasonable restrictions as to what pupils can be taught online.

Further information regarding the School’s approach to online safety can be found in the Online Safety Policy.

Reviewing online safety annually is a key priority for the School. The School will carry out an annual review of its approach to online safety, considering the risks faced by pupils.

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the School, in accordance with the School’s online policy.

Should there be a need for a pupil to bring a mobile phone to the School it will be handed in at the start of the day and safeguarded in the office until the end of the day. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the School’s Data Protection Policy.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the will determine the steps involved.

The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated by the School. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2021). As part of Rodmarton School's commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body/Proprietor and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

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 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
Safeguarding Governor: Mrs Sheila Wills 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 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

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 For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

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 .

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.