

Safeguarding Policy



Love your neighbour as yourself
Learning and laughing together

**Christ Church
C of E Primary School**

This policy reflects 'Keeping Children Safe in Education' guidance DfE 2020 and is reviewed annually in line with an audit of provision

Governor Lead:	Mrs Katie Hadwen-Beck
Designated School Safety Lead:	Mrs Rebecca Slater
Deputy Designated Safety Leads:	Mrs Kirsty Harbin
Designated Teacher for Looked After Children (LAC)	Mrs Rebecca Slater

At Christ Church, Chalford C of E 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.

This policy must be read in conjunction with GSCB live version on-line Gloucestershire Safeguarding Children Board 'Safeguarding Children Handbook'

Christ Church C of E Primary School's GLOUCESTERSHIRE ENCOMPASS COMMITMENT

As part of the school's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**. In signing up to Gloucestershire Encompass the Governing Body and Head Teacher:

- 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.

Please also see our offer of Early Help at the end of this document.

www.gscb.org.uk/handbook

The following policies/documents provide further information and guidance:

1. Escalation policy
2. Equality Scheme
3. Equal opportunity policy
4. Visiting/supply teachers information
5. Whistle blowing policy
6. Complaints allegation policy
7. Safer recruitment policy
8. Acceptable user policy
9. Physical restraint policy
10. Inclusion policy
11. Data protection policy
12. Induction policy
13. New Governor induction policy
14. Guidance on safer working practice
15. Anti-bullying policy
16. Security policy

17. Intimate care policy
18. Offsite visits policy
19. Behaviour policy
20. Attendance policy
21. Health and Safety policy
22. First Aid policy
23. Relationship, Sex and Health Education policy
24. SEN policy

Introduction and Policy Statement

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Statutory Responsibilities of the Governing Body

The Education Act 2002 Section 175 states that: The Governing Body of a maintained school shall make arrangements for ensuring their function relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The Governing Body of Christ Church Primary School shall have regard to any guidance issued by the Secretary of State.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Aims of the Policy

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

A complete set of Gloucestershire's Child Protection Policy and Procedures which staff must comply with can be found at:

<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/the-childprotection-process/>

Specific roles in Safeguarding children

The School has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors on safeguarding issues. The responsibilities of the Governing body in relation to safeguarding are in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings.

The Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Head leads on allegations against staff)
- Keep secure Child Protection, Children in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure

- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing Body.

The DSL is a senior member of staff with time in their JD to do the role (see appendix 2).

The DSL or deputy should always be available during school or college hours for staff in the school or college to discuss any safeguarding concerns. If the DSL and DDSL are not available, then the DDSL at Cranham C of E Primary School will take the lead on any safeguarding issue. For further information see Annex B of KCSIE.

(See also the Role of the DSL – KCSIE 2020 – Annex B)

Definitions of Safeguarding and Child Protection

It is helpful to define what is meant by these terms.

- **Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children’s health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes (KCSIE 2020)
 - Supporting children in maintaining positive mental health (KCSIE 2020)
- **Abuse:**
a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- **Physical abuse:**
a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:**
the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying),

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:**

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

- **Neglect:**

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

Early Help (See Appendix 1 for the school's offer of Early Help)

Early help means providing support as soon as a problem emerges. Central to our early help offer is the early identification of children and families who would benefit from early help and a co-ordinated early assessment and response to prevent abuse and neglect of children and young people, and improve outcomes for children and families as a whole.

All staff and our safeguarding governor have up to date safeguarding training. The school also use other sources of information to support this offer of early help. Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 2020)

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, SENDCO, Family Outreach Worker
- Refer to appropriate services e.g. CYPS

The DSL and the staff team should be especially alert to the following indicators:

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups. (A referral to the National Referral Mechanism may be required here).
- The child is at risk of being involved in violent criminal activity (for example, County Lines involvement).
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.

There is some evidence that a child who is privately fostered may be vulnerable to abuse and staff should be alert to this.

Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
 - Use TED (Tell me about... Explain.. Describe...)
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on My Concern exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Record Keeping

School will retain confidential child protection records as necessary. Such files are NOT subject to the requirements of Data Protection regulations and are NOT open for inspection other than by relevant school staff. The records will be kept by the Headteacher (My Concern system).

If a pupil moves to another school any child protection information will only be passed on to a named person at the new school, who will be informed in advance that such a file is on its way. When a pupil reaches the end of their school career, either at 16 or 18 years of age any child protection information will be held securely by school.

The procedures for sharing concerns about the actions of another adult in school, including if these concerns relate to the actions of the Headteacher.

Regrettably, sometimes allegations of abuse may involve a member of the school staff. In these circumstances the allegation MUST be reported to the Headteacher immediately. On receipt of such an allegation the Headteacher will follow the guidance set out in the GSCB managing Allegations against Staff. Copies are displayed in the HT office and in the Staff Room.

If the allegation concerns the Head teacher, the member of staff receiving the allegation MUST contact the Chair of Governors. If this is not possible then the Deputy Designated Person should be informed.

Further information and details of guidance and procedures can be found in the GSCB documentation 'Allegations Management.'

The school Whistleblowing Policy is freely available in the staffroom and on the website and this also sets out procedures for sharing concerns in a safe and secure way.

It is not acceptable to 'turn a blind eye' to inappropriate practices or to justify certain actions as 'normal' to a specific person. All staff in school know and understand how to both the children and themselves safe at all times and anything that affects this must be dealt with.

The provision that is in place is to enable all pupils to feel safe and all adults to adopt safe practices.

Responding to signs of abuse or neglect

- Through training (see below), all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. The school uses the GSCB Neglect tool kit.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- All staff refer and use the Levels of Intervention guidance (GSCB Website and Appendix 3) when making decisions about appropriate support or referral for a child.
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how The Gloucestershire Safeguarding Children Board operate, the conduct of a child protection conference and contribute to these effectively when required to do so
- Ensure every member of staff has access to and understands the school child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Be able to keep detailed accurate secure written records of referrals/concerns
- Obtain access to resources and attend relevant or refresher courses at least every two years.

Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which

it made the referral to be assured that action is being taken or that alternative support is being recommended

- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Children who have previously been supported by Social care are at increased risk of further problems, and should be monitored carefully.
- Where there is a difference of opinion with another agency and this cannot be resolved the Escalation policy should be used.

http://www.gscb.org.uk/media/1224/escalation_policy_may_2014-60436.pdf or find in school policies held in school office and on website

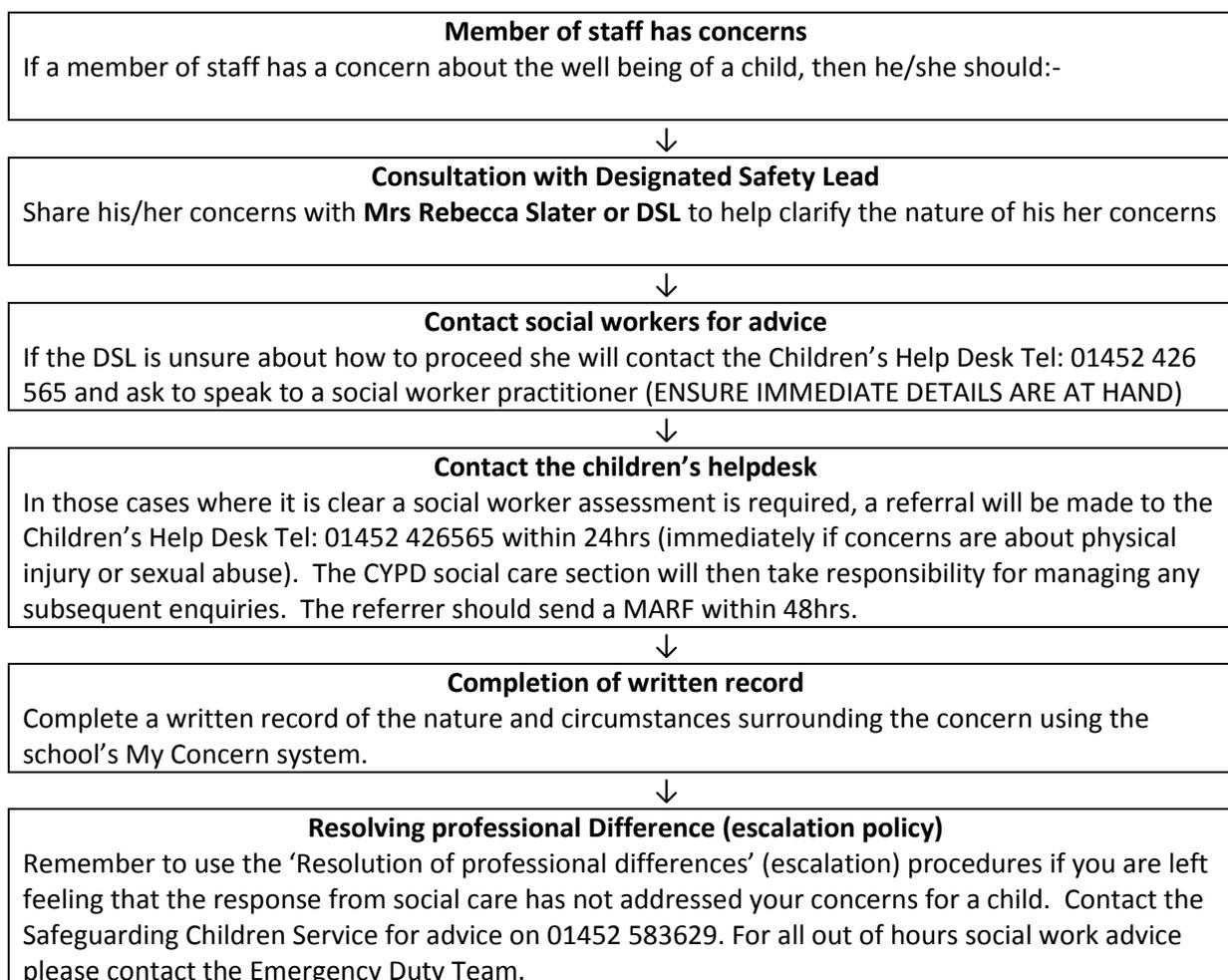
Social Care referrals:

Telephone 01452 426565

The Gloucestershire Central Referral Unit

cru@gloucestershire.pnn.police.uk or 01452 75345

FLOW CHART FOR RESPONSE



REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES

EMERGENCY PROCEDURES

If the Designated Safety Lead/Deputy Lead or Headteacher are not available, establish the facts and details as above and contact the Children and Families Help Desk

Phone Glos. Children and Families Help Desk (Glos. 01452 426565) Ask for;

Social Services – Children and Families.

Ask for the Duty Social Worker

Check to see if the family are already known to Social Services

Discuss the situation and ask for advice

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

Establish who will be responsible for informing the parents.

Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral form

If you believe a child to be at immediate risk of harm then please contact the police on 999.

Partnership with parents

Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Christ Church, Chalford C of E Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with us. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

Children with Special Educational Needs or Disabilities

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness should be raised to these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

Children/young people who abuse other children/young people e.g. bullying, present sexually problematic behaviour to others, violent behaviour or self harm

There are many different forms of peer on peer abuse. This abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Staff recognise that children are capable of abusing their peers. We ensure our child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. Peer on peer abuse can manifest itself in many ways.

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate.

Bullying and prejudice will be detailed in the school behaviour policy and Anti bullying policy

Violent behaviour from a young person towards a parent or carer is a form of domestic abuse and will require consideration of specialist help including referral to Social Care.

Staff are aware that upskirting is now a criminal offense and any issue relating to images of this kind should be referred to social care and/or the police.

Safeguarding information for pupils

The school will endeavour to support the pupil through:

- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad

lunchtime/playtimes. Road safety, cycle training and working closely with secondary schools to prepare for transition

- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued
- A Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know 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, the Child and Adult Mental Health Service, Education Welfare 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.

Safer Recruitment (Also see separate policy)

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education. Christ Church, Chalford C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency cooperation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The school will:

- ensure that appropriate staff who undertake recruitment have received safer recruitment training.
- ensure every appointment panel to include one member who has received safe recruitment training
- implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role. This no longer includes requesting information about other members of the candidate's household.
- ensure that the Prevent Strategy is taken into due consideration and staff all have an understanding of the implications involved
- keep and maintain a single central record of recruitment and vetting checks in line with DfE requirements, including section 128 checks for governors and senior leaders at the school.
- ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.
- require staff who are convicted or cautioned for any criminal offence during their employment with the school to notify the school, in writing of the offence and the penalty.

Staff training and induction

The school has induction procedures in place for anyone coming new to the school or undergoing a significant change to their role.

- All new staff, volunteers and Governors will receive Safeguarding induction to ensure understanding of the safeguarding policy. New members of staff should be introduced to the DSL as soon as possible.
- In relation to Child Protection the induction covers:
 - Keeping children safe
 - Recognising signs and symptoms of abuse
 - Reporting concerns

- Whistleblowing
 - School procedures if an allegation is made.
- The DSL and deputies will attend multi-agency (Level 3) safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
 - The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.

Safer working practice

Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents with the actions and decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

Staff Behaviour

All staff and volunteers to the school's code of conduct:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers, Governors not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment

- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

Please also see Code of Conduct and confidential reporting policy

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 Headteacher 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.

Access to toilet facilities

In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

e-Safety

All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (See 'Staff handbook and Acceptable User policy')

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. Where practical senior staff should be notified.

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 Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

There are exceptional circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Staff are expected to adhere carefully to the school's Physical restraint and behaviour policies when undertaking such action.

Relationships are valued

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions

Appropriate personnel to be informed regarding first aid etc.

Our first aid code of practice is included in our Health and Safety Policy and First Aid policy of which all supervising and qualified adults have been notified and clearly understand.

Smoking and alcohol on premises

As part of our PHSCE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Glos County Council Policy on premises being no smoking zones.

The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

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 fulfil the requirements of our Child Protection policy staff are to report any concerns/issues regarding attendance to the Headteacher.

Supervision of Children off site

Procedures for Child protection are applied in the event of off-site activities. 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.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers.

Allegations against staff

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

Gloucestershire: Nigel Hatton (01452 426994)

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education 2020 Allegations of abuse made against teachers and other staff and GSCB procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. (See school's whistle blowing policy)

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

Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so. It is the responsibility of the school to ensure that it is satisfied with the safeguarding procedures of any organisation working with our pupils.

Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

There may be school events where some children do not have parental permission and parents will be asked not to take any photos/videos. At events where parents are able to take photographs of children, they will be asked to use these only for personal use and not to be shared on social media. The school will add appropriate photos on the school website and the school's facebook and twitter (with parental permission).

Children missing from education

The school will keep its admission register accurate and up to date
The school attendance policy is regularly updated and understood by all staff.

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

The Prevent agenda

The school take actions in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty.

Actions:

- The Prevent lead will usually be the DSL.
- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns to the police via 101 or emailing childrenshelpdesk@gloucestershire.gov.uk or 01452 426565
- Working in partnership with other agencies
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff training to raise awareness
- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site
- Publicise the Educate against hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

Children at risk of CSE (Child Sexual Exploitation)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. There is a specific legal duty to act placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old.

School Safeguarding Responsibilities Summary

– the school will:

- Abide by the Keeping Children Safe in Education guidance

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).

- Give all staff a copy of Part 1 and Annex A of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the GSCB.
- Appoint a lead Governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children.
- Require teachers, staff and volunteers to read and implement the appropriate GSCB procedures.
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Gloucestershire Safeguarding Children Board alerts.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with GSCB requirements. Have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the GSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing body leading to appropriate actions to

ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance

- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- Trafficking

For more information see the links to Government guidance in KCSIE

Links to relevant law and guidance

- Keeping Children Safe in Education 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf
- Working together to safeguard children
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges) <http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings
- <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2016>
- Guidance for Safer Working Practice for Adults who work with children and young people
- Gloucestershire Safeguarding Children's board (GSCB) www.gscb.org.uk
- DSL handbook for educational settings
- What to do if you're worried a child is being abused – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- The Information Commissioner’s Office – Data Protection Act in Schools and Education http://ico.org.uk/for_organisations/sector_guides/education
- The South West Grid for Learning (SWGfL) <http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>
- Family Information Service – Gloucestershire <http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>

 CHRIST CHURCH C OF E PRIMARY SCHOOL'S EARLY HELP OFFER	
<p>Early help means providing support as soon as a problem emerges. Central to our early help offer is the early identification of children and families who would benefit from early help and a co-ordinated early assessment and response to prevent abuse and neglect of children and young people, and improve outcomes for children and families as a whole.</p> <p>All staff and our safeguarding governor have up to date safeguarding training. The school also use other sources of information to support this offer of early help</p> <p>In line with Keeping Children Safe in Education (2020), the school and staff have carefully considered this offer of Early Help. The school uses the PinK Safeguarding Curriculum (available through Gloucestershire Healthy Living and Learning team), Child Sexual Exploitation screening tool, listening to the voice of the child through our My Profile work and the Online Pupil Survey results. All staff are trained to response to radicalisation and have completed the Channel General Awareness module.</p> <p>All individuals working with children, young people and their families have a duty and responsibility to report any allegations or concerns of a child protection nature, which comes to their attention. When such a concern is raised you should:</p> <ul style="list-style-type: none"> • Discuss with the school's Designated School Safety Lead , Mrs Rebecca Slater. • In writing, log briefly and accurately the concern and the child's comments. • In those cases where there is a concern but you are unsure about how to proceed contact the Children's Help Desk Tel: 01452 426 565 and ask to speak to a social work practitioner. • Further guidance can be found at: http://www.gscb.org.uk <p>BELOW IS OUTLINED OUR PROVISION FOR EARLY HELP</p>	
<p>Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families.</p> <p>This service can give family support and advice: information about options for childcare; information about schools; information that young people can access and a guide to activities happening in Gloucestershire.</p> <p>Contact the Family Information Service via email familyinfo@gloucestershire.gov.uk or telephone 0800 542 02 02 or 01452 427362.</p> <p>FIS also has a website which has a wealth of information to support many issues such as childcare and support for children with disabilities, including the local authority's SEND local offer of help and support. http://www.glosfamiliesdirectory.org.uk</p>
<p>GSCB (Gloucestershire Safeguarding Children's Board) Website: http://www.gscb.org.uk</p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>

School's universal support for all pupils and families.	All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. Staff are available within office hours (9am – 5pm on weekdays during term-time).
Family support worker	<p>The school can make a referral to the Stonehouse Park Children and Family Centre. Some of the activities that can be offered:</p> <ul style="list-style-type: none"> • Targeted family support through a request for service • Solihull Parenting Programmes • Triple P Parenting Programmes • Incredible Years Parenting Programme • Freedom Programme • You, Me and Mum Programme • Five to Thrive • Mental Health First Aid • Development Checks – run by Health Visitors • Anti-natal and post-natal groups • BEST start groups • Baby Hubs • Play and Community Support Groups
PSHCE / SMSC curriculum	<p>Specific topics helping pupils stay safe covered within the curriculum include(age appropriate content):</p> <p>Sex education: Children in Y5 and 6 have formal Sex education – discussing puberty, changes, personal hygiene.</p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe: E-safety (facebook and internet); personal safety (out and about); How to respond to an emergency</p> <p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self esteem; Being happy!</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families; (SEAL)</p> <p>Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing);Focus on breakfast;</p> <p>Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.</p>
Home-school support	All of our Early Help is offered in partnership with parents / carers.

E-safety	E-safety is a key part of the ongoing (PSHE/SMSC/SRE) curriculum. -PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info/ and CEOP https://www.ceop.police.uk/ (Child Exploitation and Online Protection).
Bullying (including cyber-bullying)/child death/suicide prevention	<p>All Gloucestershire schools including Christ Church are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child’s home or school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem.</p> <p>Every year we take part in Anti – bullying week (Nov) and all children contribute to the school’s policy about how we can stop bullying. A very useful website is the anti-bullying alliance - http://www.anti-bullyingalliance.org.uk/</p> <p>In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gscb.org (Gloucestershire Safeguarding children’s board) http://www.bullying.co.uk</p> <p>Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.</p>
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment	<p>Within Gloucestershire locality Family First Plus teams provide multi agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. The school will work with a range of agencies and attend relevant meetings.</p> <p>The role of Families First Plus Teams:</p> <p>Support the coordination and development of local partnerships. Provide Advice, Guidance and Support through Community Social Workers and Early Help Co-ordinators. Provide Targeted Support – a range of family support interventions including whole family intensive work, parenting groups, specific interventions linked to an assessment of need.</p>
Drug concerns	<p>www.infobuzz.co.uk/: Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.</p> <p>Drugs education is covered in the school curriculum.</p>
Mental health concerns *Please note that in Gloucestershire CYPS (children and young people’s services) replaced CAMHS (child and adolescent mental health services)	<ul style="list-style-type: none"> • Referral to school nurses may be appropriate. • Referral to CYPS (Gloucestershire’s mental health services) via your own GP. • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). <p>In an emergency call 999 or 111.</p> <ul style="list-style-type: none"> • CYPS* Practitioner advice line (for professionals to call) tel: 01452 894272.

<p>Child Sexual exploitation (CSE)</p>	<p>CSE screening tool (can be located on the GSCB website: http://www.gscb.org.uk/im-a-child-or-young-person/child-sexual-exploitation-cse/i-work-with-children-and-young-people/)</p> <p>This should be completed if CSE suspected. Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org</p> <ul style="list-style-type: none"> • Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nwgnetwork.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
<p>Domestic violence</p>	<p>The GSCB (Gloucestershire Safeguarding Children's board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children's helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional <p>(Source: https://www.gov.uk/domestic-violence-and-abuse, Jul 2015)</p> <p>We will use: Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>or</p> <ul style="list-style-type: none"> • Call the police (999 in an emergency or 101 for a non-emergency situation). <p>or contact any of the national support help lines:</p> <ul style="list-style-type: none"> • National Domestic Violence Helpline, http://www.nationaldomesticviolencehelpline.org.uk/ (0800 2000 247). • National Centre for Domestic Abuse, http://www.ncdv.org.uk/ (0800 970 2070). • Men's Advice Line, http://www.mensadvice.org.uk/ (0800 801 0327). <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence</p>

	<p>Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>
Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy</p>
Faith abuse	<p>https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document 'national action plan to tackle child abuse linked to faith or belief.'</p> <p>Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk. For other faith groups contact Jane Bee (GCC LADO).</p>
Female genital mutilation (FGM)	<p>http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care.</p> <ul style="list-style-type: none"> - Rebecca Slater (Head/DSL) has completed the home office training, 'Female Genital Mutilation: Recognising and Preventing FGM' - E-learning package- http://www.fgmelearning.co.uk/ <p>For interested staff or professionals (free home office e-learning)</p>
Forced marriage	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau).</p> <p>UK Forced Marriage Unit fm@fco.gov.uk</p> <p>Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p>
Gangs and youth violence	<p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police tel: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p> <p>The Avenger Task Force has set up an anonymous reporting hotline for anyone wanting to report gang activity - ATF@gloucestershire.police.uk</p>
Gender-based violence/violence against women and girls (WAWG)	<p>www.gov.uk</p> <p>Home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls.</p> <p>Hope House SARC (Sexual Assault Referral Centre): 0300 421 6500</p> <p>Gloucestershire Rape and Sexual Abuse Centre: 01452 526770</p>
Honour based violence (HBV)	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247</p> <p>Inspector John Lynch-Warden is the Gloucestershire Police contact for honour based violence.</p>

<p>Private fostering</p>	<p>http://www.gloucestershire.gov.uk/fostering/types-of-fostering/private-fostering/ Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427758 A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist of terrorist content online please report it via: https://www.gov.uk/report-terrorism</i></p>	<ul style="list-style-type: none"> • Gloucestershire Safeguarding Children’s Board www.gscb.org.uk There is a new GSCB PREVENT referral pathway • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • Gloucestershire Safeguarding Children’s Board have published a PREVENT pathway for professionals to refer to. • All of GHES teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. The Head of Service, Chair of the Management Committee and other managers have received the Home Office WRAP (Workshop to Raise awareness of PREVENT) training. • GHES has a PREVENT risk assessment and action plan which is updated regularly. • Key contacts: PC Adam Large, Gloucestershire Constabulary PREVENT officer: tel 101 • Anti-Terrorist Hotline: tel 0800 789 321 <p>The ‘Advice on the Prevent duty’ written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.</p> <p>Prevention: GHES teach traditional British values through the Wellbeing Curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’. GHES has a specific British values focus week as well as specific topics looking at radicalisation and extremism (age appropriate). E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning</p>

	<p>about what they read on the internet as the dangers of speaking to strangers online.</p> <p>GHEs also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let's talk about it is an excellent website for parents www.ltai.info/ as is www.preventtragedies.co.uk While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
Sexting	<p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/ (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team. https://www.gloucestershire.police.uk/staying-safe/safety-advice-for-children/child-sexual-exploitation/</p>
Trafficking	<p>Serious crime which must be reported to Jane Bee (Gloucestershire LADO) and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p>
Children who run away (missing persons/missing children)	<p>PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police).</p> <p>GSCB Missing Children Protocol http://www.gscb.org.uk: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care. We work with all kinds of young people, no matter what their background.</p> <p>Youth Support Team, https://youthsupportteam.co.uk/ We're there for young people whenever they need us. Young people can drop in at our centres around Gloucestershire. Or we can talk to them in their home or school – wherever's best for them.</p> <p>We're realistic. We give young people an idea of what's possible, but we challenge them too: we don't have all the answers. Talk to us If you'd like to find out more about what we offer, call us on 01452 426900 or email us at info.glos@prospects.co.uk</p>
CME (Children missing education)	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 328033 / 427800 Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown), and are usually children</p>

	<p>who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>
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Christ Church C of E Primary School

**Job description – Designated
Safeguarding Lead (DSL)
Produced by GSCB**

Name of Designated Safeguarding Lead for Child Protection: Mrs Rebecca Slater

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

Areas of responsibility:

Policy and procedure:

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
- Induct new members of staff with regard to the school and GSCB safeguarding policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)
- Reporting concerns:
 - Recognise how to identify signs of abuse and when to make a referral
 - Respond appropriately to disclosures or concerns relating to the well-being of a child
 - Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
 - Liaise with the Head Teacher to inform them of any issues and ongoing investigations
 - Liaise with the Governor with safeguarding responsibilities
 - Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
 - When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely
 - Take care to ensure that safeguarding procedures are in place in regard to Children Missing Education, where possible (see the relevant policy). Ensure that communication with external agencies is effective for these children.
 - Refer cases to the Channel programme where there is a radicalisation concern as required
 - Support staff who make referrals to the Channel programme
 - It is not the role of the DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. This falls to the Headteacher or to the Chair of Governors where the allegation is against the Headteacher.
 - Ensure that risk assessments are carried out and recorded in relation to all School activities including the admission or readmission of pupils with behaviour that could place themselves or others at risk, and following up and recording each case to ensure that the risk assessments are effective.

Multi Agency working:

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary. Acting as Lead Professional as appropriate
- Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

Training:

- Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately
- Attend relevant training every 2 years and an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice
- Represent the school at Designated Lead forums and disseminate the information to colleagues

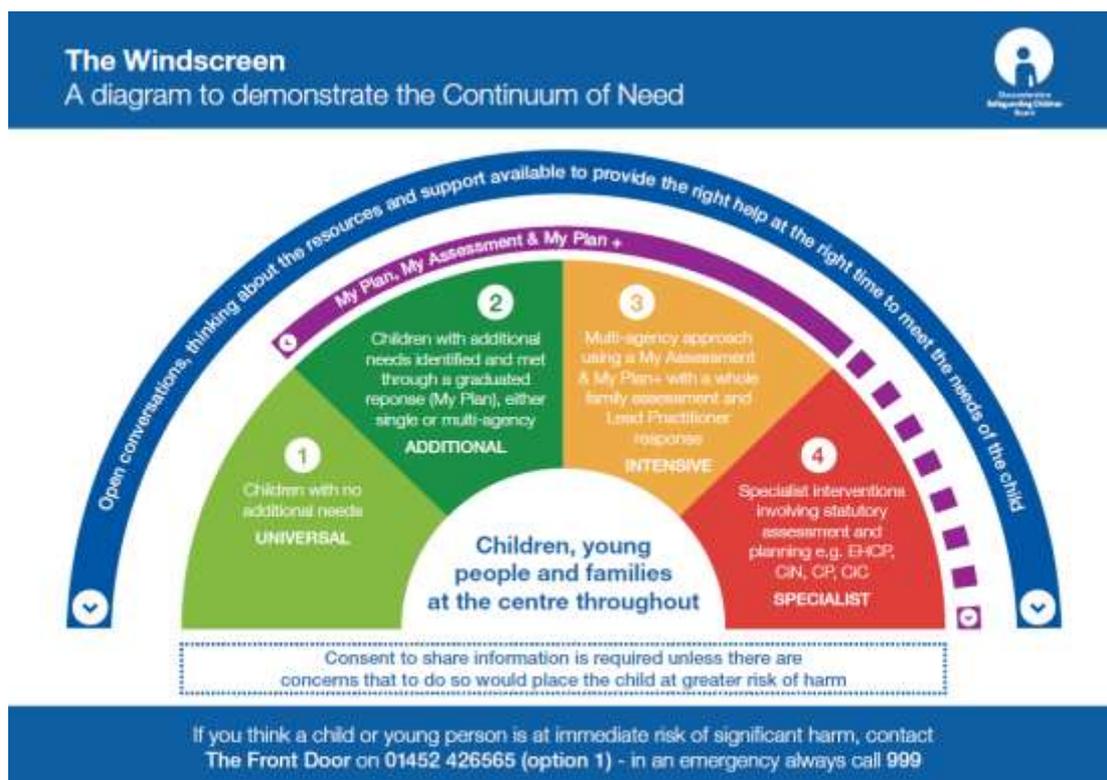
Knowledge and skills:

- Act as a source of support, advice and expertise within the school
- Have a working knowledge of how the Gloucestershire Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures in line with National and Local expectations
- Act with integrity; maintaining confidentiality at all times
- General Duties:
 - To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
 - To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly.

Overview of Levels of Need

Children and families may have different levels of need at different times across a range of issues. Having a graduated approach ensures that support will be appropriate, and at the lowest level of intervention. Children might also have a range of needs at different levels. It is important to take all needs into consideration when determining the type of support that might be required and the professionals who should be involved.

The ‘windscreen’ – A diagram to demonstrate the Continuum of Need



A useful table describing each level of need and ways to address these needs can be found in the following document:
<https://www.gscb.org.uk/media/1517569/gloucestershire-revised-loi-guidance-version-30-final-300118.pdf>

Appendix 4 - Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

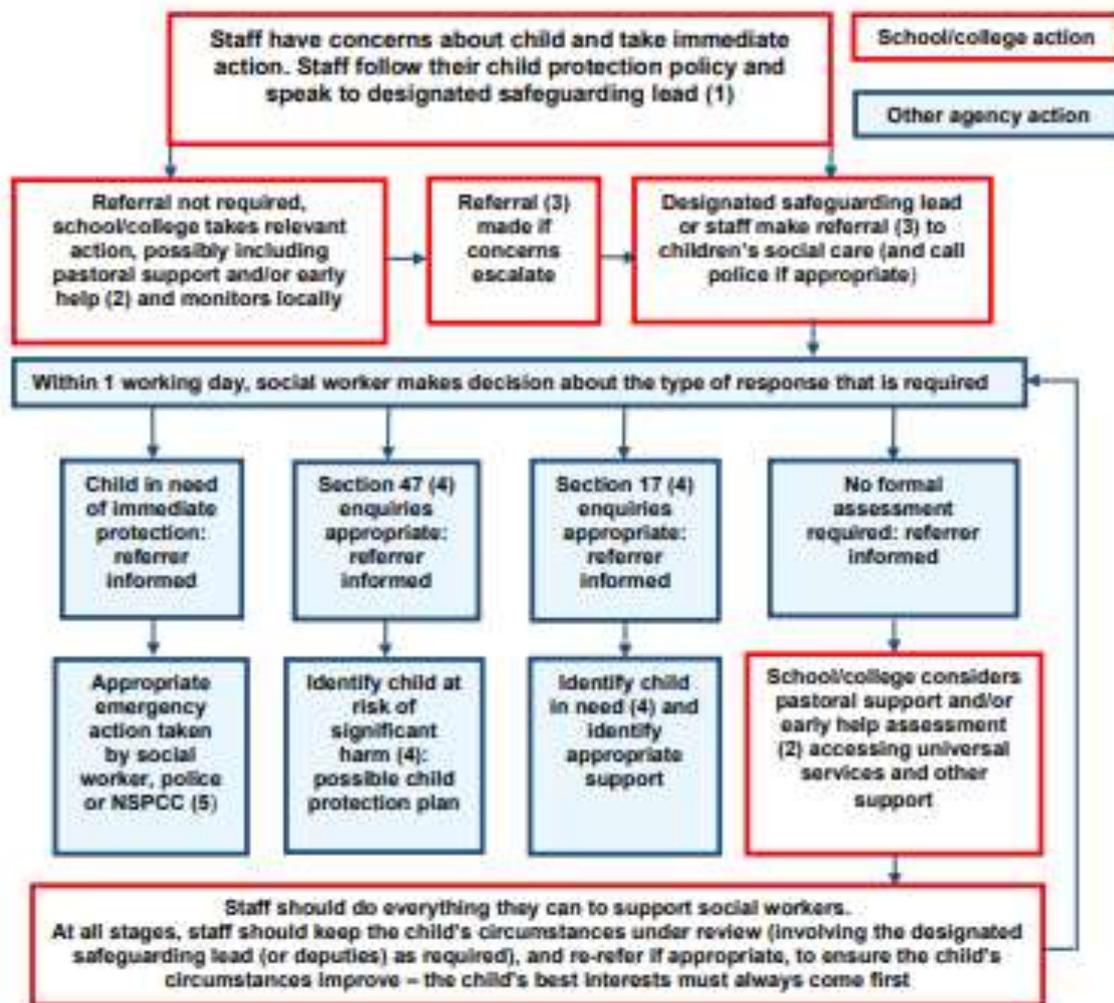
- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

Appendix 5 – Actions where there are concerns about a child



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

Appendix 6 – Safeguarding implications of Coronavirus.

It is vital for everyone to recognise the potential safeguarding issues that will arise from the Coronavirus pandemic. At Christ Church C of E school, we are monitoring the following risk factors:

1. Families self-isolating for long periods where there may be poor relationships between children or adults.
2. Children or adults whose anxiety may be heightened by the virus and isolation.
3. Families for whom school is the main source of emotional or parenting support.
4. Additional pressures, such as loss of income or illness, creating tension in the home.
5. Families who rely financially on school meals.
6. Increased use of the internet for remote learning posing a risk to children and staff.

Protective Measures

For risk factors 1- 4:

All staff should remain vigilant to these factors, keeping lines of communication open, and listening carefully for indicators of the need for Early Help.

If the school is in lockdown, teachers should inform the Head teacher if any families are not responding to communication.

For risk factor 5:

Pastoral Lead managing vouchers and strong link with Early help team to provide external support if required.

For risk factor 6

Increased internet safety lessons through PSHE programme.

Protocol for Zoom lessons

Appendix 7 – Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

At Christ Church, we provide the following support for children struggling with mental health challenges:

- 1:1 pastoral care – weekly catch-ups
- Growing and learning journals
- Circle of friends strategy
- Values based Collective Worship
- PSHE curriculum covering feelings and emotions for key life stages.
- Peer support through Young Leader role