

Safeguarding and Child Protection Policy

Status: STATUTORY

Date of Policy: September 2016 (Reviewed in line with latest DfE guidance - 'Keeping Children Safe in Education' Sept'2016)

Date of Policy Review: September 2017

Responsibility of: The Governing Body of Woodmancote School

This policy was adopted by the Governing Body in conjunction with the Headteacher (HT), staff, and Safeguarding Children's Board representatives. It will be reviewed on an annual basis by the HT and named governors for Safeguarding and Health and Safety, with direct reference being made to the GSCB Audit of statutory duties.

Further Guidance can be found at www.gscb.org.uk

The policy was approved by the Governing Body on: 12th October 2016

Date of Publication: 1st September 2016

Designated Safeguarding Lead: Mr G Tucker

Signature:

Governor responsible for Safeguarding: Mrs C Spiller

Signature:

Further Guidance can be found at www.gscb.org.uk

[Gloucestershire Safeguarding Board Handbook](#)

Children's Help Desk Tel: 01452 426 565

If anyone thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. In the case of needing medical help fast dial 111.

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SECTION.1: INTRODUCTION

Everyone at Woodmancote School fully recognises its responsibility, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who may be suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2015) and 'Keeping children safe in education' (DfE guidance commencing 5th September 2016). All staff are required to read, acknowledge that they have read and understood, Section.1 of the document.

This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Board.

DEFINITION OF SAFEGUARDING

What is meant by 'Safeguarding'?

Safeguarding and promoting the welfare of children is defined 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; and taking action to enable all children to have the best outcomes'

Keeping Children Safe in Education September 2016

Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

SAFEGUARDING MISSION STATEMENT

‘Safeguarding is the responsibility of EVERYONE at Woodmancote Primary’

If at any point there is immediate risk of serious harm to a child a referral must be made to social care immediately or dial 999. Anybody can make a referral.

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.
- Establish and maintain an environment where children are encouraged to talk, and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult at Woodmancote if they are worried.
- Ensure our children are equipped with the skills they need to keep themselves safe.
- Ensure all Woodmancote staff members maintain an attitude of ‘it could happen here’ where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.
- Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum.
- Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person’s well-being (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).
- To ensure that we have suitable staff by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.

AIMS

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected.
- To provide an environment where all children and young people feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2) and to be aware of the need for early intervention.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, a prohibition check where relevant (according to guidance) , and a central record is kept for audit.

SECTION.2: STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, Woodmancote will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Gloucestershire Safeguarding Children Board (Inter-agency Child Protection and Safeguarding Children Procedures) (Electronic – live online – www.gscb.org)
- Keeping Children Safe in Education: statutory guidance for schools and colleges (DFE guidance commencing 5th September 2016)
- Working Together to Safeguard Children (DfE 2015)
- What to do if you are worried a child is being abused (2015 advice for practitioners).

Working Together to Safeguard Children (DfE 2015) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Furthermore Keeping Children Safe in Education (DfE September 2016) places the following responsibilities on all schools:

- All staff members should be aware of systems which support safeguarding and these should be explained part of induction.
- All staff must understand the role of the DSL (Designated Safeguarding Lead) and the DDSLs (Deputy Designated Safeguarding Leads).
- Overall responsibility for safeguarding and child protection matters rest with the Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, September 2016) as Designated Safeguarding Lead'). This responsibility cannot be delegated.
- Staff with the designated safeguarding lead responsibility should undergo updated child protection training at least annually.
- Schools should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Board (GSCB).
- All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- All concerns or discussions, decisions made and reasons for those decisions must be recorded in writing by staff. Staff must be able to distinguish between a CONCERN, RISK OF HARM or IMMEDIATE DANGER.
- Training for all staff must now be 'at least annually' (with regular updates as necessary).
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

Keeping Children Safe in Education (DfE September 2016) also states:

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct).

At Woodmancote, both are provided to all staff, including those who are temporary, and volunteers on induction. The child protection policy induction pack includes all relevant documentation and guidance and is updated on an annual basis to reflect both regional and national changes.

SECTION.3: EQUALITY STATEMENT

Everyone at Woodmancote will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. This policy supports our commitment to anti-discriminatory practice, recognising the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

SAFEGUARDING SPECIFIC VULNERABLE GROUPS

Children in Care

The most common reason for children becoming looked after is as a result of abuse and/or neglect. School leaders will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to:

- A child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements with birth parents or those with parental responsibility.
- Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children with special educational needs and disabilities

The school community recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

SECTION.4: ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL)

DSL (Designated Safeguarding Lead) and designated teacher FOR PREVENT duty is:

Mr Gary Tucker (Headteacher) head@woodmancote.gloucs.sch.uk

Tel: 01242 674312

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated (as per KCSIE September 2016).

Deputy DSL is:

Mrs Sarah Badham (Deputy Headteacher) sbadham@woodmancote.gloucs.sch.uk

Tel: 01242 674312

The broad areas of responsibility for the designated safeguarding leads and deputy safeguarding leads are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children’s social care team and to the Police (cases where a crime may have been committed).
- Take responsibility for ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective records are kept in regards to safeguarding matters including keeping written records of concerns about children, even when there is no need to refer the matter immediately (‘watching brief’). Ensure all records are kept securely; separate from the pupil main files in a locked cupboard.

Ensuring their own knowledge of safeguarding issues and procedures are up-to-date.

- Designated and deputy safeguarding leads receive appropriate annual training through the GSCB DSL Forums. Multi-agency training is also undertaken every two years in order to carry out their roles. The DSL/DDSL’s have job descriptions in place so that they are clear about their roles and responsibilities. DSLs and DDSLs are also required to attend whole service CP/safeguarding updates every 3 years as well as participate in the annual (internal) CP/safeguarding updates. Additional online training is undertaken as advised by the GSCB.

Raising Awareness and encouraging ongoing vigilance:

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads should ensure the safeguarding policy and associated policies and procedures are known by all staff and used appropriately.
- Ensure that, working with the designated governor for Child Protection, the child protection policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly. This is supported by the completion of the GSCB Audit on an annual basis.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local GSCB to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.
- Where children leave Woodmancote, to ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- Organising child protection induction, and update training, for all school staff within the requisite timescales.
- Providing the governor responsible for Child Protection with regular updates, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and leadership team; number and type of incidents/cases, and number of children on the child protection register (anonymised).

Governance

The Governing Body plays a crucial role in that it must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at our school are effective and comply with the law at all times.

The nominated governor for safeguarding & child protection including CSE, Prevent Duty and Children in Care at Woodmancote is: Mrs C Spiller

The responsibilities placed on governing bodies include:

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Appointing a designated safeguarding lead who should undergo child protection training at least annually (Deputy Designated Safeguarding Leads should be trained to the same standard).
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy & code of conduct.
- Making sure that children are taught about how to keep themselves safe.
- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.

SECTION.5: SAFE SCHOOL, SAFE STAFF

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, and are fully committed to the following:

- There is a Child Protection Policy together with a Staff Behaviour (Code of Conduct) Policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral 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 senior leader has Designated Safeguarding Lead (DSL) responsibility.
- All other staff have Safeguarding training updated as appropriate (minimum of annual).
- Any weaknesses in Child Protection are remedied immediately.
- A member of the Governing Body is, usually the Chair, nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE)
- That an enhanced DBS check is in place for all Governors.
- The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Safeguarding Induction pack.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, on the school website.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.

- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer Jane Bee (01452 426994, jane.bee@gloucestershire.gov.uk) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- Our procedures will be regularly reviewed and up-dated.
- The name of the designated members of staff for Child Protection, the DSL Officer, will be clearly advertised in the school.
- All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' name clearly displayed, as part of their induction into the school.

PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection. All staff and governors also recognise that because of the day to day contact with children, they are well placed to observe the outward signs of abuse or other issues impacting a child (e.g. self-harm, low self-esteem, low-mood).

The school community will therefore:

- Ensure that all children know there is an adult whom they can approach if they are worried or in difficulty.
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through the school council, pupil questionnaires and involvement in anti-bullying week and other such events.
- Including opportunities across the curriculum, (SMSC/PSCHE/SRE), which equip pupils with the skills to they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work (including homophobic and transphobic bullying) and e-safety.
- Include opportunities in the curriculum to prepare for transitions. Transitions can be a time of great anxiety so considering additional emotional support young people may need is important (offer of early help) to keep children safe.
- Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting children where appropriate.
- Seeking early help for young people when concerns become apparent or notifying social care (via the Children's Helpdesk) as soon as there is a significant concern.

SECTION.6: OUR OFFER OF EARLY HELP

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. Our **offer of early help** is outlined in the table found within Appendix.3. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm.

Schools such as ours are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. We will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm. Families themselves should also feel empowered to make contact with the relevant professionals or agencies should they need help and support.

All staff at Woodmancote are aware of the offer of early help. At all times all staff are asked to consider if there is any offer of early help that we can make in order to help a child thrive. Parents will also benefit from having the Offer of Early Help information so that they can make decisions about where to go for professional help or support or where to ask questions when any need arises for their family. This applies not only to the children in our care at Woodmancote but extends to families who may have concerns about older siblings.

Our aim at Woodmancote is to help pupils and families as early as possible when issues arise: **'the right help at the right time to stop any issues getting worse'**. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

If anyone thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Anyone can do this. In the case of needing medical help fast dial 111.

SECTION.7: CONFIDENTIALITY

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

- The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their 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 Gloucestershire Safeguarding Children Board (GSCB) on this point.

SECTION.8: SUPPORT

SUPPORTING THE CHILD

The child's wishes

Where there is a safeguarding concern, those involved should ensure 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. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

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 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 therefore 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.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and offering Early Help.
- 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.

SUPPORTING STAFF

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

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

SECTION.9: STAFF TRAINING

The Governing body at Woodmancote School will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. In addition all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

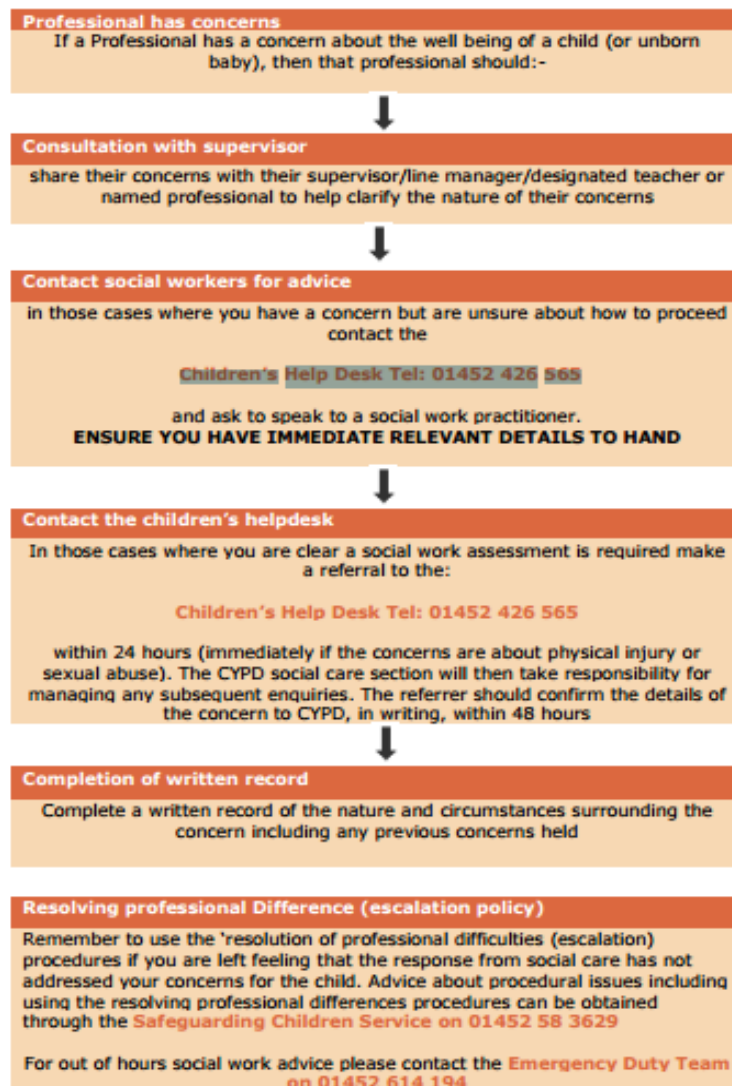
Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governors will also ensure that as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

SECTION.10: THE CHILD PROTECTION REFERRAL PROCESS

The GSCB (Gloucestershire Safeguarding Children's Board) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed (www.gscb.org.uk).

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



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

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In general the following process applies:

1. A member of staff should raise any concern with a member of the leadership team or one of the DSLs or DDSLs verbally. The Safeguarding Concern should be completed (See appendix.5) with possible next steps discussed.
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention guidance on the GSCB website and also the Levels of intervention, 'The Windscreen' (See Appendix.4)
 - 3a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999. In the case of FGM (female Genital Mutilation) staff must personally call the police with any disclosure that FGM has been carried out (in addition to liaising with the DSL).
 - b) In some cases the concern will be logged but no further action taken at the time.

The DSL/DDSL will ensure there is a 'watching brief' to make sure that no further concerns arise. Any further concerns will be discussed and this process followed again from the beginning.

- c) For some concerns an offer of 'early help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
- d) It may be decided that a referral to social care or the children's helpdesk is appropriate.

4. The DSL or DDSL should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).

5a.) If a referral is made to the children's helpdesk basic information is given. Woodmancote staff will then be asked to complete a MARF (Multi Agency Referral Form). This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):

- **Child in need of services:** services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
- **Child in need of Protection:** A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

SECTION.11: ALLEGATION MANAGEMENT

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN 'PEER ON PEER ABUSE'

Staff should recognise that children are capable of abusing their peers. 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. More detailed guidance can be found in the 'Early Help' section found in Appendix.3

This form of abuse should never be tolerated or passed off as “banter” or “part of growing up”.

Whilst by no means an exhaustive list, Peer on Peer abuse can manifest itself in many ways:

- Physical abuse (biting, hitting, kicking, hair pulling etc...)
- Sexually harmful behaviour/sexual abuse (e.g. inappropriate sexual language, touching, sexual assault etc..)
- Bullying (physical, name calling, homophobic etc...)
- Cyber-bullying (use of mobile phones, instant messaging, email, chat, social media)
- Sexting
- Initiation/Hazing (a form of initiation ceremony which is used to induct newcomers into an organisation)
- Prejudice Behaviour (prejudice-related bullying linked to disabilities and SEN, ethnic, cultural and religious, gender, home life and sexual identity)
- Teenage relationship abuse

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse **immediately and sensitively**. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who saw the incident? What was seen? What was heard? Did anyone try to stop it?)

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

For Peer on Peer abuse the child protection procedures should be followed and a referral made to the children's helpdesk ([Tel: 01452 426565](tel:01452426565)). The response will vary according to the age of the young person so that appropriate agencies are involved.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Helpdesk.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a trusted adult in school. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should

be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies

At Woodmancote we believe that it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly is the recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This will be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, leaders recognise the importance of whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. ChildLine posters are displayed around school and the school makes use of the NSPCC for pupil workshops.

ALLEGATIONS AGAINST STAFF

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the school's Guidance on Behaviour Issues, and the school's own Behaviour Policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is made clear in the staff code of conduct.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the **Local Authority Designated Officer (LADO): Jane Bee - 01452 426994**

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult, without notifying the Headteacher first.

The school will follow the Local Authority procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

It should be noted that a referral to the Disclosure and Barring Service (DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence

SECTION.12: WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body, Mrs Linda Armitage, whose contact details are readily available to staff in the school office.

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the chair of governors.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Leadership Team. Appropriate whistleblowing procedures are suitably reflected in the safeguarding induction pack and staff code of conduct policy to enable this to happen.

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

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: **help@nspcc.org.uk**

SECTION.13: SAFEGUARDING AND OUR CURRICULUM

Opportunities to teach safeguarding

At Woodmancote children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).

Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

Filters and Monitoring

At Woodmancote, we ensure that appropriate filters and appropriate monitoring systems are in place. The governing body recognises that whilst it is essential that appropriate filters and monitoring systems are in place, they are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school community also recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

We believe that an effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. This is achieved through specific websites being identified on the main school website and the use of professionals to lead e-safety events for parents. Whilst filtering and monitoring are an important part of the online safety picture for our school, it is only one part of a whole school approach to online safety. Further information can be found in the ‘Acceptable Use of IT’ policy.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

SECTION.14: MULTI-AGENCY WORKING

Everyone at Woodmancote is committed to developing effective partnership working with relevant agencies in the best interest of children and young people. Effective multi-agency working and communication helps to safeguard young people.

Children on Child Protection Plans

We fully support children, and families, who have a child protection plan in place. Our school has good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core groups, when they occur. Woodmancote will notify the relevant social worker if there is an unexplained absence of more than two days of a child who has a child protection plan.

Woodmancote staff, working with Children in Care (CIC) (formerly known as Looked After), understand their responsibility for keeping CIC safe; the care arrangements for the child and the role of the Virtual School. Staff will make contact with the Virtual School to ensure we have all relevant information including the child's legal looked after status, contact arrangements and the social worker details. The Head of Gloucestershire's Virtual School is Jane Featherstone: Jane.Featherstone@gloucestershire.gov.uk

SECTION.15: RELATED POLICIES AND SAFEGUARDING ISSUES

Safeguarding and child protection is at the core of all that we do at Woodmancote and therefore relates to all policies. There are particularly important links between this child protection policy and the following policies:

Health and safety	Attendance	Anti-bullying (including cyber bullying)	Equality Duty	SEND
The Use of Physical Intervention	Meeting the needs of pupils with medical conditions	First Aid	Arrivals and Collections of Pupils	Drug and substance misuse
Educational visits	Intimate care	E-safety	Staff Code of Conduct	Volunteers and Visitors
Safer Recruitment	Dealing with Racist Incidents	Whistle-Blowing		

Specific Information on Safeguarding Issues (To be read in conjunction with Appendix.2)

The Use of Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained by Team Teach.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Dealing with Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

SECTION.16: MONITORING AND EVALUATION

Our Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by:

- Designated Safeguarding Governor visits to the school
- Scrutiny of Single Central Record (SCR)
- Leadership Team 'drop ins' and discussions with children and staff (LT)
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents/referrals for LT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of training undertaken by all staff and volunteers

APPENDIX.1: Types of abuse and neglect: All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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 (**peer on peer abuse**).

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.

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.

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.

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.

Signs of Abuse in Children: The following non-specific signs may indicate something is wrong:

Significant change in behaviour	Extreme anger or sadness	Aggressive and attention-seeking behaviour
Suspicious bruises with unsatisfactory explanations	Lack of self-esteem	Self-injury
Depression	Age inappropriate sexual behaviour	Child Sexual Exploitation

Risk Indicators: The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

Must be regarded as indicators of the possibility of significant harm	Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)	May require consultation with and / or referral to Children's Services
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The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

Appear frightened of the parent/s	Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
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The parent or carer may:

Persistently avoid child health promotion services and treatment of the child's episodic illnesses	Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)	Persistently refuse to allow access on home visits
Have unrealistic expectations of the child	Be absent or misusing substances	Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

An explanation which is inconsistent with an injury	Unexplained delay in seeking treatment	Parents are absent without good reason when their child is presented for treatment	Family use of different doctors and A&E departments
Several different explanations provided for an injury	The parents/carers are uninterested or undisturbed by an accident or injury	Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)	Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

Any bruising to a pre-crawling or pre-walking baby	Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)	Variation in colour possibly indicating injuries caused at different times	Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting	Grasp marks on small children
Bruising in or around the mouth, particularly in small babies which may indicate force feeding	Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally	The outline of an object used e.g. belt marks, hand prints or a hair brush	Bruising around the face	Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)	Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
Linear burns from hot metal rods or electrical fire elements	Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
Burns of uniform depth over a large area	Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

The history provided is vague, non-existent or inconsistent with the fracture type	There are associated old fractures	Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement	There is an unexplained fracture in the first year of life
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Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

Developmental delay	Indiscriminate attachment or failure to attach	Scape-goated within the family	Low self-esteem and lack of confidence
Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment	Aggressive behaviour towards others	Frozen watchfulness, particularly in pre-school children	Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

Inappropriate sexualised conduct	Continual and inappropriate or excessive masturbation	Involvement in prostitution or indiscriminate choice of sexual partners
Sexually explicit behaviour, play or conversation, inappropriate to the child's age	Self-harm (including eating disorder), self-mutilation and suicide attempts	An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

Pain or itching of genital area	Pregnancy in a younger girl where the identity of the father is not disclosed
Blood on underclothes	Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - o Understanding of what is proposed based on age, maturity, development level, functioning and experience
 - o Knowledge of society's standards for what is being proposed
 - o Awareness of potential consequences and alternatives
 - o Assumption that agreements or disagreements will be respected equally
 - o Voluntary decision
 - o Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care	Child thrives away from home environment	Child abandoned or left alone for excessive periods
A child seen to be listless, apathetic and irresponsible with no apparent medical cause	Child frequently absent from school	
Failure of child to grow within normal expected pattern, with accompanying weight loss	Child left with adults who are intoxicated or violent	

APPENDIX.2: Specific safeguarding issues: All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

School staff can access government guidance as required on the issues listed below via the highlighted link (pp.12/13).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Bullying including cyberbullying	Child sexual exploitation (CSE)	Domestic violence	Sexting
Children missing education (CME)	Drugs	Fabricated or induced illness	Trafficking
Child missing from home or care	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	Preventing radicalisation	Relationship abuse	

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

underage sexual activity	inappropriate sexual or sexualised behaviour	sexually risky behaviour, 'swapping' sex	repeat sexually transmitted infections
in girls, repeat pregnancy, abortions, miscarriage	receiving unexplained gifts or gifts from unknown sources	having multiple mobile phones and worrying about losing contact via mobile	having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
changes in the way they dress	going to hotels or other unusual locations to meet friends	seen at known places of concern	moving around the country, appearing in new towns or cities, not knowing where they are
getting in/out of different cars driven by unknown adults	having older boyfriends or girlfriends	contact with known perpetrators	involved in abusive relationships, intimidated and fearful of certain people or situations
hanging out with groups of older people, or anti-social groups, or with other vulnerable peers	associating with other young people involved in sexual exploitation	truancy, exclusion, disengagement with school, opting out of education altogether	unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
mood swings, volatile behaviour, emotional distress	self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders	drug or alcohol misuse	getting involved in crime
police involvement, police records	involved in gangs, gang fights, gang membership	injuries from physical assault, physical restraint, sexual assault.	

Forced Marriage (FM)

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

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM? It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

FGM brings status/respect to the girl – social acceptance for marriage	Preserves a girl's virginity	Part of being a woman / rite of passage	Upholds family honour	Cleanses and purifies the girl	Gives a sense of belonging to the community
Fulfils a religious requirement	Perpetuates a custom/tradition	Helps girls be clean / hygienic	Is cosmetically desirable	Mistakenly believed to make childbirth easier	

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

Child talking about getting ready for a special ceremony	Family taking a long trip abroad	Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)	Knowledge that the child's sibling has undergone FGM	Child talks about going abroad to be 'cut' or to prepare for marriage
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Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that the school take action without delay.

PROTECTING CHILDREN FROM RADICALISATION

From 1st July 2015 specified authorities, including **all** schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have **“due regard to the need to prevent people from being drawn into terrorism.”** This duty is known as the Prevent duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government’s strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Indicators of vulnerability to radicalisation:

Definitions

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

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

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

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

More critical risk factors could include:

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

It is not for schools to investigate but **if schools are concerned about a pupil a referral should be made to Channel via PC Adam Large Gloucestershire Police Prevent Officer (tel: 101). Call 999 in an emergency.** When considering a referral to Channel staff should keep the following questions in mind:

- Engagement: how engaged are the pupils with the ideology?
- Intent Factors: What are their intentions?
- Capability: What is their capability of carrying out their intent.

At all times Woodmancote staff should be alert to signs of radicalisation or extremism in the children or young people that we work with. We also must take seriously our role in helping children and young people stay safe from radicalisation and extremism through the high quality delivery of our PSHCE & SMSC curriculum where we cover radicalisation and extremism. Staff will also support parents in keeping their children safe through providing clear information about the issue.

Staff should be alert to any warning signs of radicalisation and hold an attitude of 'it could happen here.'

APPENDIX.3: OUR OFFER OF EARLY HELP

Our offer of Early Help	
<p>Woodmancote Primary Designated Safeguarding Lead</p> <p>Deputy Safeguarding Lead</p>	<p>Gary Tucker head@woodmancote.gloucs.sch.uk 01242 674312</p> <p>Sarah Badham sbadham@woodmancote.gloucs.sch.uk 01242 674312</p>
<p>GSCB (Gloucestershire Safeguarding Children’s Board) website.</p>	<p>http://www.gscb.org.uk Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS): the website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glofamilies.org</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. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire. Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk or telephone: (0800) 542 0202 or (01452) 427362.</p>
<p>Gloucestershire Hospital Education Service universal support for all GHES pupils and families.</p>	<p>All GHES staff are available in a pastoral capacity should parents have a concern about anything at all. GHES 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 GHES staff or telephone one of the managers or Head of Service. GHES staff are available within office hours (9am – 5pm on weekdays during term-time).</p> <ul style="list-style-type: none"> • GHES outpatient general office number: 01242 532363 (to contact all staff). • Carmel Herrick (Gloucester Royal Hospital schoolroom manager): 0300 4228394 • Louise Cody (outpatient team manager) work mobile number: 07826891546 • Wendy Rashwan (outpatient team manager) work mobile number: 07826 891264 • Annalise Price-Thomas (Head of Service) via the main office: 01242 532363 or work mobile: 07717652407.

<p>E-safety (Internet and technology safety)</p>	<p>A range of resources can be accessed from the following links:</p> <p>Thinkyouknow https://www.thinkuknow.co.uk/</p> <p>Pupils aged between 5-7 years https://www.thinkuknow.co.uk/5_7/</p> <p>Pupils aged between 8-10 years https://www.thinkuknow.co.uk/8_10/</p> <p>Pupils aged 11+ https://www.thinkuknow.co.uk/11_13/</p> <p>General advice for parents: https://www.thinkuknow.co.uk/parents/</p> <p>CEOP Safety Centre https://ceop.police.uk/safety-centre/</p>
<p>Bullying (including cyber-bullying)/child death/suicide/prevention</p>	<p>All Gloucestershire schools are committed to tackling bullying. Woodmancote has an anti-bullying policy which can be found on the school website. We want to know immediately if there are any issues with bullying so that it can be addressed.</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 . Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the GHES Wellbeing programme www.ghll.org.uk.</p>

<p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.</p> <p><i>“Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as the problem emerges, at any point in the child’s life, from the foundation years through to teenage years.” (working together to safeguard children DfE March 2015)</i></p> <p>Professionals can contact Early Help Hubs for discussions in principle with community social workers (Isobel Neason in Cheltenham; Sylvia Dolan in the Forest; Debbie Webb and Sherene Watts in Gloucester and Nicola Gawler for the Cotswold locality).</p>	<p>Within Gloucestershire Early Help Hubs (Families First Plus) provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. Woodmancote actively refer to Early Help Hubs when appropriate:</p> <p>Early Help Hubs/Families First Plus: Gloucester: gloucesterearlyhelphub@gloucestershire.gov.uk tel:01452 328076; Stroud: stroudearlyhelphub@gloucestershire.gov.uk Tel: 01452 328130; Tewkesbury: tewkesburyearlyhelphub@gloucestershire.gov.uk Tel: 01452 328 250; Cotswold: cotswoldearlyhelphub@gloucestershire.gov.uk Tel: 01452 328101; FOD: forestofdeanearlyhelphub@gloucestershire.gov.uk Tel: 01452 328048; Cheltenham: cheltenhamearlyhelphub@gloucestershire.gov.uk Tel: 01452 328160. These teams are made up of the following professionals Early Help Hub co-ordinators; Community Lead Professional - disabled children and young people; Inclusion Co-ordinator; Community Social Worker; Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families; Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Support children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p>Youth Support Team (YST): The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> - Youth offending - Looked after children - Care leaver's support services (for those aged 16+) - Early intervention and prevention service for 11 - 19 year olds - Support for young people with learning difficulties and/or disabilities - Positive activities for young people with disabilities - Support with housing and homelessness - Help and support to tackle substance misuse problems and other health issues - Support into education, training and employment - Support for teenage parents <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk To make a referral: T: 01452 427923 E: fasttrackteam@prospects.co.uk</p>
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Drug concerns	www.infobuzz.co.uk/ : InfoBuzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.
<p>Child Sexual exploitation (CSE)</p> <p><i>Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol or gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation is marked out by an imbalance of power in a relationship. It can take many forms ranging from seemingly 'consensual' relationships to serious organised crime by gangs and groups.</i></p>	<p>CSE screening tool (can be located on the GSCB website: www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols) This should be completed if CSE suspected by GHES staff. Parents can also refer to this.</p> <p>Clear information about Warning signs of child sexual exploitation, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org.</p> <p>Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) DS Nigel Hatten, DC Tess Nawaz, DC Kim Toogood, PC Dawn Collings, PC Nicki Dannatt, PC Jenny Kadodia, PC Christina Pfister (Missing persons Coordinator) 01242 276846 All referrals to go to the Central Referral Unit 01242 247999</p> <ul style="list-style-type: none"> • Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
Domestic violence	<p>The GSCB (Gloucestershire Safeguarding Children's board) have published a Domestic Abuse pathway for educational settings which is on the GSCB (Gloucestershire Safeguarding Children's Board) 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>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <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 Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>

<p>Teenage relationship abuse</p>	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section).</p> <p>www.gov.uk – home office ‘teachers guide to violence and abuse in teenage relationships.’</p> <p>All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none"> • Young person’s GDASS leaflet. • Gloucestershire Take a Stand – www.glostakeastand.com • Holly Gazzard Trust (local charity) – support worker. <p>Prevention: Resources used in the Wellbeing curriculum with pupils (available to all GHES staff) are the ‘Teenage Relationship Abuse’ and ‘Give and Get’ (about consent) Curriculum resources – www.ghll.org.</p> <p>Visit from Holly Gazzard Trust to classroom.</p>
<p>Fabricated and induced illness (FII)</p>	<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. Members of the public concerned about FII can contact the social care helpdesk.</p>
<p>Faith abuse</p>	<p>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 – Gloucestershire County Council Local Authority Designated Officer) responsible for safeguarding matters across the county council.</p>
<p>Female genital mutilation (FGM)</p>	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty to report it to the police.</p> <p>Read 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"> - Ben Jordan (Head Teacher) has completed the online home office training, ‘Female Genital Mutilation: Recognising and Preventing FGM’ - E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) <p>If you have any concerns that FGM might be carried out on a young person you must call the police and children’s helpdesk (social services).</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 Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p> <p>www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forced-marriage. GSCB one day Awareness training delivered by Infobuzz www.gscb.org.uk</p> <p>Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail: https://www.gov.uk/forcedmarriage.</p> <p><i>All practitioners must be aware of this, that is they may only have <u>one chance</u> to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i></p> <p>Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of schoolfriends of the girl who went to India and didn't come back. This book promotes discussion. www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on tel: 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.</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>Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>
Gender-based violence/violence against women and girls (WAWG)	<p>www.gov.uk – home office policy document, 'Ending violence against women and girls in the UK' (June 2014).</p> <p>FGM (Female Genital Mutilation) is violence against women and girls.</p> <p>Hope House SARC (Sexual Assault Referral Centre): 01452 754390</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 Fay Komarah is the Gloucestershire Police contact for honour based violence.</p>
Mental health	<p>Christine Drew (GHES Primary Mental Health worker), school nurses or CYPS (Gloucestershire's mental health services)</p> <p>TICs (Teens in Crisis, Gloucestershire) counselling service.</p> <p>CYPS (Gloucestershire children's mental health services).</p> <p>Consultant psychiatrists.</p> <p>Wellbeing curriculum – emotional wellbeing, stress management</p>
Private fostering	<p>http://www.gloucestershire.gov.uk/privatefostering</p> <p>Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>

<p>Radicalisation and Extremism (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"> • All teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. The Head Teacher and other key staff have received the Home Office WRAP (Workshop to Raise awareness of PREVENT) training. • 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. See Appendix 2 for more information on radicalisation.</p> <p>Prevention: At Woodmancote we teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’. Woodmancote 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 about what they read on the internet as the dangers of speaking to strangers online.</p> <p>We also seek 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>
<p>Sexting</p>	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting (NSPCC website). Gloucestershire Police have a small sexual exploitation team. Contact Sgt. Nigel Hatton.</p> <p>Prevention: ‘So you got naked online’ (sexting information leaflet produced for pupils by south west grid for learning. <i>Pupils informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police’s priority is those who profit from sexual images of young people not the victims.</i></p>
<p>Trafficking</p>	<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> <p><i>See Appendix 2 for further information on Trafficking.</i></p>

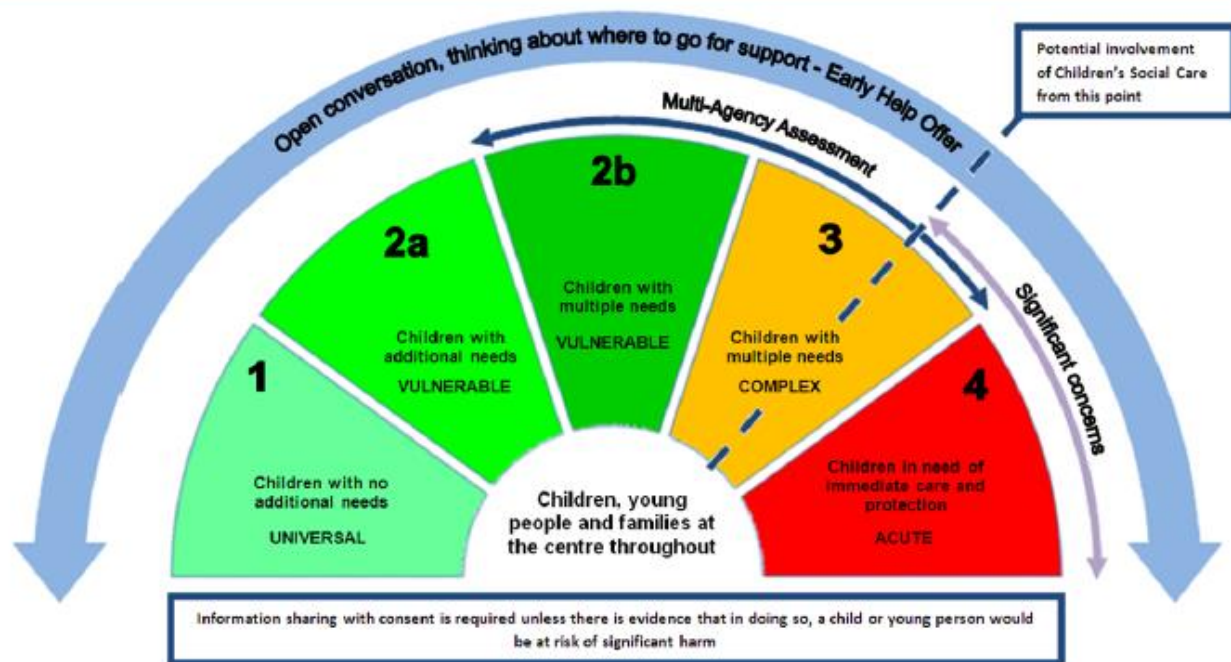
<p>Children who run away (missing persons/missing children)</p>	<p>PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). GSCB Missing Children Protocol http://www.gscb.org.uk: <i>Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i> ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
<p>CME (Children missing education)</p> <p>A child missing from education is a potential indicator or abuse or neglect. Keeping Children Safe in Education (July 2015) has further information on CME which has been read by all GHES staff.</p>	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion (EPI) team at Gloucestershire County Council. Tel: 01452 426960/427360. 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 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 EPI 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 EPI 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>

The Windscreen

A diagram to demonstrate the Continuum of Need



Gloucestershire
Safeguarding Children
Board



If you think a child or young person is at immediate risk of significant harm, contact the Children's Helpdesk on 01452 426565 - in an emergency always call 999

APPENDIX.5: Safeguarding Concern Form

Note – Ensure this form and information on it is kept private and confidential and passed immediately to your DSL

Name of Child:	Class:
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Nature of the Concern (including context and comments made by children if appropriate)

Action Taken

Follow up

Signed

Position.....Date.....

Follow up by DSL or Deputy DSL

Date:

**To be kept securely, separately from the main pupil file.
This can be found in Mr Tucker's Office.**

Appendix 6: Job description for: Designated Safeguarding Lead for Child Protection (DSL) and DDSL in their absence
Responsible to: Chair of Governing Body

VISION AND PURPOSE

1. To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the setting, ensuring that the CP Policy is reviewed annually by the Governing Body.
2. To undertake appropriate Child Protection Training every 2 years in order to:
 - a. Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
 - b. Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
 - c. Ensure each member of staff has access to and understands the school's or college's Child Protection Policy and Procedures, especially new and part time staff.
3. To receive and coordinate referrals, arranging action and reviewing services for children and families.
4. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend.
5. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
6. To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
7. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
8. To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
9. To liaise with the Head Teacher or Principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
10. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
11. To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.

ACCOUNTABILITY

1. Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
2. Attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
3. Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the setting.
4. To maintain confidentiality at all times.
5. To contribute to service development, including responsibility of the delivery of new staff induction package and arrangements for all staff training.
6. To liaise and co-ordinate with colleagues within own setting and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the setting.
7. Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.

GENERAL DUTIES

1. 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.
2. To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly.