



CHILD PROTECTION SAFEGUARDING POLICY

Date of most recent review:	September 2023
Date of next review:	September 2024
Member of staff responsible:	Taryn Hancock
Signed:	THancock 10/10/23

This policy has been considered in line with our vision: ‘Caring, Believing, Achieving’

At Hatherop C of E Primary School, we are committed to nurturing the individuality of each child in a caring community rich in Christian values.

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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.

Section 1: Introduction

Hatherop CofE Primary School Governing Board 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 PRU 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 2018) and ‘Keeping children safe in education’ (Dfe 2023). This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Partnership.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of mental and physical health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy and Procedures document forms part of a suite of documents and policies which relate to the safeguarding responsibilities of this school. **In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour and Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy and ICT Acceptable User Agreements.**

Hatherop CofE Primary recognises that all adults, including supply staff, volunteers, non-teaching staff and governing board members, have a full and active part to play in protecting our pupils from harm, and that the welfare of each child is of paramount importance. This includes a commitment to ensuring that all learners feel confident that any concerns they may have will be listened to and acted upon. Staff and governors believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, spiritual and moral development of each individual child as well as academic progress.

Purpose of a Child Protection Policy	<ul style="list-style-type: none">➤ To inform staff, parents, volunteers and Governing Board members about the school’s responsibilities, processes and procedures for safeguarding children.➤ To enable everyone to have a clear understanding of how these responsibilities should be carried out so that policy and practice are running in parallel.
GSCB	<ul style="list-style-type: none">➤ Hatherop CofE Primary follows the procedures established by the Gloucestershire Safeguarding Children’s Partnership (GSCP) https://www.gloucestershire.gov.uk/gscp/ GSCP also provide regular email alerts and training to staff. All staff are encouraged to visit this live, regularly updated website which guides and informs school.
All Staff & Volunteers at Hatherop CofE Primary	<ul style="list-style-type: none">➤ All staff have a responsibility to provide a safe environment in which children can learn.➤ Staff and volunteers are particularly well placed to observe possible outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
Mission Statement	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.

	<p>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 staff if they are worried.</p> <p>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.</p> <p>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.</p> <p>Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.</p> <p>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. Ensure our children are equipped with the skills they need to keep themselves safe.</p> <p>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).</p> <p>To ensure that we have suitable staff working within our school by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.</p> <p>Ensure all 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.</p> <p>To ensure that within there is an understanding that safeguarding is the responsibility of EVERYONE. 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.</p>
<p>Implementation, Monitoring and Review of the Policy</p>	<p>The policy will be reviewed annually by the Governing Board. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. Our Child Protection Policy and Procedures will also be monitored and evaluated by: Governing Board members; SLT learning walks, visits to pupils and discussions with children and staff; Pupil surveys and questionnaires; Scrutiny of Attendance data; Scrutiny of a range of risk assessments; Logs of bullying/racist/behaviour incidents to monitor; Review of any parental concerns and parent questionnaire; School council meetings; GSCP/GCC schools annual safeguarding audit document.</p>

Section 2: Statutory Framework

In order to safeguard and promote the welfare of children, we 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' Partnership (Inter-agency Child Protection and Safeguarding Children Procedures)** (Electronic – live online – <https://www.gloucestershire.gov.uk/gscp/>)
- Keeping Children Safe in Education: information for all school and college staff (Dfe 2023)
- Working Together to Safeguard Children (DfE 2018)
- What to do if you are worried a child is being abused (advice for practitioners)

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse, which are established by the Gloucestershire Safeguarding Children's Executive. 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 2023) places the following responsibilities on all schools:

- ✓ All staff members should be aware of systems within their school which support safeguarding and these should be part of induction.
- ✓ All staff must understand the role of the DSL (Designated Safeguarding Lead) and the DDSLs (Deputy Designated Safeguarding Leads) and know that either the DSL or DDSL is available and that the DSL or DDSL of Southrop CofE Primary School would be available on a reciprocal basis if necessary.
- ✓ Overall responsibility for safeguarding and child protection matters rest with the Designated Senior Person (referred to in 'Keeping Children Safe in Education (DfE, September 2023) 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's Partnership (GSCP).**
- ✓ 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 2023) also states:

Governing Boards and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction and Governing Boards and proprietors should ensure that these are followed. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the GSCP, be updated annually, and be available publicly either via the school or college website or by other means.

Section 3: The Designated Safeguarding Leads (DSLs)

At Hatherop CofE Primary School the DSLs are as follows:

- **DSL (Designated Safeguarding Lead): Taryn Hancock**
thancock@hatherop.gloucs.sch.uk
Tel: 01285 750318
- **Deputy DSL: Duncan Russell** drussell@hatherop.gloucs.sch.uk
- **Deputy DSL: Rebecca Balloch** rballoch@hatherop.gloucs.sch.uk
- **DDSL (Designated Deputy Safeguarding Lead) : Miss Davies, Co-Head of Southrop CofE Primary School (Reciprocal agreement)**
head@southrop.gloucs.sch.uk Tel: 01367 850246
- **Nominated safeguarding Governor: Michael St Aldwyn**
- **Vice Safeguarding Governor: Camilla Bowring**

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.

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).
- Liaise with the head teacher and inform her of issues especially 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. The key is kept safely in school in a place known to all DSL’s.

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

- The school's designated and deputy safeguarding leads receive appropriate annual training through the GSCP 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 GSCP.

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 Governing Board, the school's child protection policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly.
- 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.
- Link with the local GSCP to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.
- When children leave the school ensure their child protection file is transferred to the 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, with the Headteacher, an annual report for the Governing Board, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and management committee members; number and type of incidents/cases, and number of children on the child protection register (anonymised).

Section 4: The Governing Board

Governing Boards 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 in their schools or colleges are effective and comply with the law at all times.

The nominated Governing Board member for child protection is:

Michael St Aldwyn

The responsibilities placed on governing boards include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- **Ensuring that an effective child protection policy is in place, together with a staff behaviour policy.**
- 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).

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that children are taught about how to keep themselves safe.

Section 5: Prevention and Supporting Pupils

We recognise that our 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. The staff at Hatherop CofE Primary and the Governing Board also recognise that because of the day to day contact with children, staff 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:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. The safeguarding ethos of the school creates a culture of listening.
- Include regular consultation with children e.g. through the school council, pupil questionnaires and involvement in anti-bullying week and other such events.
- Ensure that all children know there is an adult in school whom they can approach if they are worried or in difficulty.
- Including opportunities across the curriculum, including in the curriculum (explicit SMSC/PSHE topics), which equip pupils with the skills 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, e-safety, child exploitation.
- 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. Teaching confidence and staying safe in more independent travel situations is also important.
- 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.

Staff also recognise that children who have been abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame and the staff at Hatherop CofE Primary will endeavour to support the pupil through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Children and Young People Service (CYPS, formerly CAMHS), Targeted Support Team, Education, Entitlement and Inclusion Team (EEI Team) and Educational Psychology Service.

- **Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.**

Section 6: Safe school, Safe Staff (GSCP guidance)

Hatherop CofE Primary School follows the procedures set out by the Gloucestershire Safeguarding Children's Executive and take account of guidance issued by the Department for Education to:

- ✓ Ensure we have a Designated Safeguarding Lead (DSL) and DDSL's (Deputy Designated Safeguarding Leads) who have received appropriate training and support for this role and a job description for their role in place.
- ✓ Ensure we have a nominated Governing Board member responsible for child protection who has received appropriate training.
- ✓ Ensure every member of staff (including temporary and supply staff and volunteers) and every member of the Governing Board knows the name of the designated senior staff responsible for child protection and their role.
- ✓ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (or taking immediate action if appropriate).
- ✓ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- ✓ Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- ✓ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- ✓ Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- ✓ Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governing board members.
- ✓ Ensure safe recruitment practices are always followed.
- ✓ Ensure that all staff have read and understood this policy and part 1 and Annex B (Further Information) of Keeping Children Safe in Education (2022).
- ✓ Ensure staff and Governors know when and how to contact the LADO.

Training to support this:

- ❖ All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Board), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- ❖ The Designated Safeguarding Lead (Taryn Hancock) delivers an annual update to all staff on safeguarding and child protection matters each September.

- ❖ Additional training opportunities are offered as the opportunities arise.
- ❖ Safeguarding and child protection matters are a standing agenda item for all Governing Board meetings, SLT meetings and whole-service meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- ❖ All new staff receive safeguarding induction training within their first 7 days.
- ❖ All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1. They are also given a copy of this child protection policy and procedures as well as the staff code of conduct on day 1.
- ❖ The Head teacher receives e-mails alerts from GCSE and if/when appropriate these are shared with staff at the earliest opportunity.
- ❖ Staff will have annual online safety training and regular updates.

Section 7: Responsibilities of all Staff

1.) All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:

- The school child protection policy and procedures (this document)
- ‘Keeping Children Safe in Education: information for all school and college staff’ (Dfe 2023)
- ‘Guidance for safer working practice for adults who work with children and young people’
- Safeguarding children quick reference guide for new school staff or volunteers at school (handed out of day 1).

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. Other useful information, including the Safeguarding Children Handbook published by the Gloucestershire Safeguarding Children’s Executive (GSCP), can be found online at <https://www.gloucestershire.gov.uk/gscp/> Staff should be aware of this website.

At Hatherop CofE Primary School we all work together and all take responsibility for safeguarding. The designated senior staff for safeguarding are as in Section 3 of this policy.

2. All members of staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in the school. In doing so they should seek advice and support as necessary from the DSL/DDSL.

3. All Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

4. All staff are also expected to:

- Undertake and engage with regular training on Child Protection and safeguarding. This includes safeguarding induction training, GSCP whole service child protection training every three years, annual safeguarding update training and online training as well as any additional training as directed by the Head of Service or DDSLs.

- Be able to identify signs and symptoms of abuse
- Be able to identify children in need of extra help or at risk of significant harm.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be able to support social workers in making decisions.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Michael St Aldwyn (nominated Safeguarding Governor).
- **In the case of FGM (Female Genital Mutilation) a member of staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).**
- Know how to make referrals to the Children's Helpdesk (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all pupils.
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLs.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records.
- Know that in the event that the DSL or DDSL is not available that they can contact the DSL or DDSL of Southrop CofE Primary School as part of a reciprocal arrangement.

Section 8: Child Protection Referral Process

There is a poster in the staffroom with the details of GSCP website clearly given. Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section).

The GSCP (Gloucestershire Safeguarding Children's Executive) 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 (<https://www.gloucestershire.gov.uk/gscp/>).

If a member of staff 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. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

In general the following process applies:

1. A member of staff should raise any concern with either the DSL or DDSL verbally. **A cause for concern must be logged on CPOMS so that it can be followed up by the DSL. In the event of being unable to log on to CPOMS a pink Cause for Concern Form may be used. (Appendix 3)** 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 GSCP website and also the Levels of intervention windscreen also on the website.

2.
 - a) 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.
 - 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.
3. Staff 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).
4. Staff should not assume someone else is taking action and sharing information that might safeguard a child.
5.
 - a.) If a referral is made to the children's helpdesk basic information is given. School 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 (section 17). Section 17 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.

Supporting Staff

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

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: Confidentiality

What is shared or not shared and in which circumstances:

- All staff recognise that all matters relating to child protection are confidential.
- Child protection concerns and records are kept in a confidential file in a locked cupboard.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals 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.
- We will ensure that any pupil currently with a child protection plan who is absent from lessons without explanation for two days is referred to their Social Care Team.
- Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.

Section 10: Multi-agency working

Hatherop CofE Primary School 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. The school will seek to develop good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, will attend child protection conferences and core groups. **The School 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.**

Children in Care (CIC) in response to the views of Gloucestershire Children in Care they are no longer called LAC (Looked after Children). All documentation is being changed to Children in Care across the county.

Staff, working with Children in Care, understand their responsibility for keeping CIC safe; the care arrangements for the child and the role of the virtual school. A CIC lead will make contact with the virtual school each time we have a Child in Care referred to the service.

Section 11: Safer Recruitment and Safer Working practices

Safer Recruitment

Safer recruitment is a vital aspect of child protection. The school has a separate safer recruitment policy which follows guidance from The Children's Workforce development

Council (CWDC). References are taken up before interviews and safer recruitment practice is followed in full.

In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with children until the DBS check has been completed.

- **Taryn Hancock (Head Teacher) - Accredited**
- **Camilla Bowring (Chair of Governors) - Accredited**

Safer Working Practices The guidance for safer working practice for adults who work with children and young people in education settings can be found on the GSCP website in the safeguarding in education section. A copy is given to all members of staff who sign to say they have read it.

Section 12: Allegations against staff/whistle-blowing /allegations management/Low Level Concerns

All 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. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil, parent or other professional 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 report their concern to the most senior person not implicated in the allegation. A written record will then be completed. The Head on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). **If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Head first.** Hatherop CofE Primary School will follow the GSCP procedures for managing allegations against staff. See Appendix 4) 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 Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governing Body with advice from HR and LADO.

Whistle-blowing

Hatherop CofE Primary School uses the Gloucestershire Code of Conduct and Confidential Reporting Procedure (whistle-blowing) which all members of staff are aware of. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures.

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 colleague or other staff (which includes supply teachers). 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 regarding the Head Teacher should be made to the Chair of the Governing Board.

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

Low Level Concerns

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- o Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- o Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- o Being overly friendly with children
- o Having favourites
- o Taking photographs of children on their mobile phone
- o Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- o Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- o Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- o Empowering staff to share any low-level concerns
- o Empowering staff to self-refer
- o Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- o Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- o Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- o Directly to the person who raised the concern, unless it has been raised anonymously

- o To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's conduct policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- o Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- o Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- o Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

Section 13: Related policies and specific safeguarding issues

Safeguarding and child protection is at the core of all that we do in Hatherop CofE Primary and therefore relates to *all* policies. **There are particularly important links between this child protection policy and the staff code of conduct policy, whistle-blowing policy, anti-bullying policy, health and safety policy, online safety policy and staff acceptable user agreement, GDPR Policy and the PSHE policy.**

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school and when undertaking trips and visits.

Anti-Bullying (including cyber-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 of bullying e.g. cyber, racist, homophobic, transphobic 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 any bullying incidents.

Section 14: School trips, visits and journeys

Hatherop CofE Primary has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits.

Safeguarding is a critical part of all offsite visits and journeys. Governing Board has delegated the consideration and approval of offsite visits and activities to Taryn Hancock (Head).

Before a visit is advertised to parents Taryn Hancock will approve the initial plan. She will also approve the completed plan and risk assessments for the visit before departure.

Staff must discuss any potential off-site visit plans with Taryn Hancock on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by the Head of Service.

Specific Safeguarding issues and Hatherop CofE Primary School’s 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. **Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.**

The co-ordinated Hatherop CofE Primary School’s **offer of early help** is outlined in the table (page 15). We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. Hatherop CofE Primary School offers a number of early preventative measures.

Expert and professional organisations are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. School will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm.

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive. The GCSE ‘continuum of need’ windscreen is an important diagram to keep in mind for all children. <http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols>

Our aim 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.

Hatherop Cof E offer of Early Help	
<p>Universal source of help for all families in Gloucestershire:</p> <p>Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. 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 their children across Gloucestershire.</p>

	<p>Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk Or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. https://www.glosfamiliesdirectory.org.uk For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability 'Local Offer' website: www.glosfamilies.org.uk/localoffer</p>
<p>GSCP (Gloucestershire Safeguarding Children's Partnership) https://www.gloucestershire.gov.uk/gscp/ website.</p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Hatherop CofE Primary School universal support for all pupils and families.</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. Staff are available within office hours (9am – 5pm on weekdays during term-time).</p> <ul style="list-style-type: none"> • General office number: 01285 750318 (to contact all staff). <p>All eligible pupils complete the on-line survey which is monitored and concerns are acted upon immediately.</p>
<p>Hatherop CofE Primary PSHE curriculum</p>	<p><i>Hatherop CofE Primary have a PSHE (Personal Social Health Education) that covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content):</i></p> <p>Sex education: All pupils are offered RSE lessons which are appropriate to their age. (Gloucestershire health living and learning team (GHLL) resource). The Jigsaw curriculum is used in all year groups to deliver PSHE</p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families</p>

	<p>(e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe: E-safety (facebook and internet); personal safety (out and about);</p> <p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after your own emotional well-being; Personal strength and self esteem; Being happy!</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families;</p> <p>Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.</p> <p>Online Survey completed every 2 years</p>
Home-school support	All of our Early Help is offered in partnership with parents / carers.
Online Safety and the use of mobile technology	<p>We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.</p> <p>To address this, our school aims to:</p> <ul style="list-style-type: none"> • Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors • Have robust filtering and monitoring systems in conjunction with our IT support (GHS) and broadband provider (Schools Broadband) • Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

	<ul style="list-style-type: none"> • Set clear guidelines for the use of mobile phones for the whole school community • Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate • Educate pupils about online safety as part of our curriculum. For example: <ul style="list-style-type: none"> ○ The safe use of social media, the internet and technology ○ Keeping personal information private ○ How to recognise unacceptable behaviour online ○ How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim • Train staff, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year • Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. • Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present • Staff will not take pictures or recordings of pupils on their personal phones or cameras • Make staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
<p>Bullying (including cyber-bullying)/child death/suicide prevention</p>	<p>All Gloucestershire schools including Hatherop CofE Primary are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed.</p>

<p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.</p>	<p>Within Gloucestershire Early Help Partnership (co-ordinated by 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. Parents must consent to a referral. School actively seek support when appropriate. Referrals go to the Early Help Partnership (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this Early Help Partnership. The referral meeting is a multi-agency discussion to decide the best way forward:</p> <p><u>Early Help Partnership/Families First Plus:</u> Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101; Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161. These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and 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' ; Signpost 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>Drug concerns</p>	<p>www.infobuzz.co.uk/: Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.</p> <p>Drugs education is covered in the school curriculum. The Life Education team visits</p>

	<p>annually as part of this provision PSHE curriculum as a preventative measure.</p> <p>https://www.onyourmindglos.nhs.uk/ – advice on drug/alcohol misuse.</p>
<p>Mental health concerns</p> <p>* Please note that in Gloucestershire CYPS (children and young people’s services) replaced CAMHS (child and adolescent mental health services)</p>	<ul style="list-style-type: none"> • www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help. • Referral to school nurses may be appropriate. • Referral to CYPS (Gloucestershire’s mental health services) via your own GP. • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. • CYPS* Practitioner advice line (for professionals to call) tel: 01452 894272.
<p>Child Sexual exploitation (CSE)</p>	<p>CSE screening tool (can be located on the GSCP website: https://www.gloucestershire.gov.uk/gscp/safeguarding-resource-library/child-exploitation-and-missing-children/) This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at https://www.gloucestershire.gov.uk/gscp/ .</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) 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) https://nwgnetwork.org/ and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
<p>Domestic violence</p>	<p>The GSCP (Gloucestershire Safeguarding Children’s Executive) have published a Domestic Abuse pathway for educational settings which is</p>

	<p>on the GSCP 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 or has witnessed domestic abuse(they are also a victim), 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>Gloucestershire Unborn Baby Protocol: Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together (2015) specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at http://www.gloucestershire.gov.uk/gscp/</p>
Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Faith abuse	<p>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>Contact the Diocese of Gloucester Head of Safeguarding/faith abuse and for other faith groups contact GCC LADO.</p>

Female genital mutilation (FGM)	<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 for them <u>PERSONALLY</u> to report it to the police. (FGM Act 2015)</p> <p>http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care.</p> <p>- E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and pupils.</p>
Forced marriage	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau). UK Forced Marriage Unit fmf@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency. 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. GSCP one day Awareness training delivered by Infobuzz https://www.gloucestershire.gov.uk/gscp/ Please see ‘Multi-Agency Practice Guidelines- Handling cases of Forced Marriage’ for more information and detail https://www.gov.uk/forcedmarriage. <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>
Gangs and youth violence	<p>Contact the Avenger Task Force (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>

	Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.
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> <p>There’s a 24-hour answerphone service and they’ll respond within 24 hours. Or you can use the confidential and anonymous email support service at support@glosrasac.org.uk. The support workers are <u>all women</u>, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the www.onyourmindglos.nhs.uk website or contact GRASAC for a free copy.</p>
Honour based violence (HBV)	The police have made it a high priority to help communities fight back to tackle both honour based violence (which may include non-violent forms of abuse) and hate crime. The ‘Honour Network Help line: 0800 5 999 247
Child on Child Abuse	<p>We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.</p> <p>We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.</p> <p>Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:</p> <ul style="list-style-type: none"> • Is serious, and potentially a criminal offence • Could put pupils in the school at risk

	<ul style="list-style-type: none"> • Is violent • Involves pupils being forced to use drugs or alcohol • Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes) <p>Procedures for dealing with allegations of peer-on-peer abuse</p> <p>If a pupil makes an allegation of abuse against another pupil:</p> <ul style="list-style-type: none"> • Staff must record the allegation and tell the DSL, but do not investigate it • The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence • The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed • The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate <p>Creating a supportive environment in school and minimising the risk of peer-on-peer abuse</p> <p>We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.</p> <p>To achieve this, we will:</p> <ul style="list-style-type: none"> • Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers • Be vigilant to issues that particularly affect different genders
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	<ul style="list-style-type: none"> • Ensure our curriculum helps to educate pupils about appropriate behaviour and consent • Ensure staff reassure victims that they are being taken seriously • Ensure staff are trained to understand: <ul style="list-style-type: none"> ○ How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports ○ That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here” ○ That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example: <ul style="list-style-type: none"> ▪ Children can show signs or act in ways they hope adults will notice and react to ▪ A friend may make a report ▪ A member of staff may overhear a conversation ▪ A child’s behaviour might indicate that something is wrong ○ That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation ○ That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy ○ The important role they have to play in preventing peer-on-peer abuse.
Private fostering	http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to

	<p>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>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist of terrorist content online please report it via: https://www.gov.uk/report-terrorism</i></p>	<p>Gloucestershire Safeguarding Children’s Partnership https://www.gloucestershire.gov.uk/gscp/ . There is a new GSCP PREVENT referral pathway</p> <ul style="list-style-type: none"> • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • Gloucestershire Safeguarding Children’s Board have published a PREVENT pathway for professionals to refer to. • All of teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (online training). • PREVENT 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 <u>staff</u> 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 <i>Appendix 2 for more information on radicalisation.</i></p> <p><u>Prevention:</u> Hatherop CofE Primary teaches traditional British values through the Wellbeing Curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’.</p>

	<p>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>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>
SEN	<p>We recognise and take into account that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:</p> <ul style="list-style-type: none"> • Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration • Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils • The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs • Communication barriers and difficulties in managing or reporting these challenges
Sexting	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team.</p> <p>Prevention: 'So you got naked online' (sexting information leaflet produced for pupils by south west grid for learning) included in the Wellbeing (PSHE/SMSC) curriculum. Also shared with parents.</p>

	<p><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>
Trafficking	<p>Serious crime which must be reported to the Gloucestershire LADO and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p>
Children who run away (missing persons/missing children)	<p>Missing persons Coordinator Gloucestershire Police Tel: 101.</p> <p><i>GSCP Missing Children Protocol</i> https://www.gloucestershire.gov.uk/gscp/ : <i>Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i></p> <p><u>ASTRA (Gloucestershire):</u> 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>
CME (Children missing education)	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) 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</p>

	<p>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 Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>
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Other sources of help and information in Gloucestershire :

Gloucestershire MAPP (Multi-Agency Public Protection Arrangements) are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPP-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Chair of MAPP – detective chief superintendant – Gloucestershire Constabulary – Tel: 101)

Section 16: Conclusion

Safeguarding children is an issue that has to be a priority that underpins all the work we do at Hatherop CofE Primary and as such will be reflected in all our documentation and any new policies and procedures that are agreed, as well as being reflected in our day to day practice.

APPENDIX 1 - CATEGORIES OF ABUSE AND INDICATORS OF HARM

Categories of Abuse:

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Neglect
4. Sexual Abuse

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 Social Care

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)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about /to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- 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.

1. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite. **Children and young people who have**

dog bites should always be referred to the Multi Agency Safeguarding Hub for further investigation.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds.

Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

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

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

Indicators in the parent

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

Reluctant to give information or mention previous injuries

Absent without good reason when their child is presented for treatment

Disinterested or undisturbed by accident or injury

Aggressive towards child or others

Unauthorised attempts to administer medication

Tries to draw the child into their own illness.

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.

May appear unusually concerned about the results of investigations which may indicate physical illness in the child

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the

family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour

Disturbed peer relationships

Self-harming behaviour

Indicators in the parent

Dirty, unkempt presentation

Inadequately clothed

Inadequate social skills and poor socialisation

Abnormal attachment to the child e.g. anxious

Low self esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family

Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

4. SEXUAL ABUSE

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.

The sexual abuse of children by other children is a specific safeguarding issue (also known as Child on Child abuse)

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

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

Emotional/behavioural presentation

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self mutilation and suicide attempts

Poor self-image, self-harm, self-hatred

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own)

Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying
Inappropriate sexualised conduct
Sexually exploited or indiscriminate choice of sexual partners
Wetting or other regressive behaviours e.g. thumb sucking
Draws sexually explicit pictures
Depression

Indicators in the parents

Comments made by the parent/carer about the child.
Lack of sexual boundaries
Wider parenting difficulties or vulnerabilities
Grooming behaviour
Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.
History of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
Family member is a sex offender.

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 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.

Child Sexual Exploitation

CSE occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity a) in exchange for something the victim needs/wants b) for the financial advantage of the perpetrator /facilitator c) through violence or the threat of violence.

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
- recruiting other young people to exploitative situations
- 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.

Children Sexual Exploitation can happen to BOYS and GIRLS. Please use the CSE screening tool and talk to the DSL if you have concerns.

Child Criminal Exploitation (CCE)

CCE is where an individual or group take advantage of an imbalance of power to coerce, manipulate or control or deceive a child into criminal activity a) in exchange for something the victim needs/wants b) for the financial advantage of the perpetrator /facilitator c) through violence or the threat of violence.

Some of the following can be indicators of CCE:

- Children who appear with new or unexplained gifts or possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse alcohol or drugs
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or do not take part in education

Abuse and Neglect and Children with Special Educational Needs:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional

barriers can exist when recognising abuse and neglect in this group of children and can be more vulnerable to potential abuse. 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.

Appendix 2

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
 - As soon as you can afterward, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head of Service or the Designated Safeguarding Lead. If the child is at immediate risk you make the referral yourself.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.

Appendix 3 **Hatherop CofE Primary School's Record of Concern Form**

Hatherop CofE Primary School RECORD OF PUPIL CONCERN
Child's Name:
Child's DOB:
Date and time of concern:
Your account of the concern: (what was said, observed, reported and by whom – attach notes if necessary)
Additional information: (your opinion, context of concern/disclosure)
Your response: (what did you do/say following the concern)
Your name:
Your signature:
Your position in school:
Date and time of this recording:
Action and response of the DDSL/DSL:
Signature:_____ Date:_____

