



Pauntley C of E Primary School

Safeguarding Policy

School Mission Statement

Stepping out boldly with God

'Jesus said, follow me.' Matthew 9.9

Pauntley is an inclusive and caring school of choice. We are child-focussed, with core values to enable us all to follow Jesus's example and so flourish and contribute to the local community and the world God loves.

Introduction

This policy has been developed in line with the statutory guidance 'Keeping Children Safe in Education 2020'. Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development both mentally and physically, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children have the best life chances.

Under section 175 of the Education Act 2002 **all staff** in school have an active part to play in protecting our children from harm and that the welfare of each child is of paramount importance. This includes a commitment to ensuring all children feel confident that any concerns they may have will be listened to and acted upon. We all believe that our school should provide caring, positive, safe and stimulating environment that promotes social, moral, spiritual and cultural development of each individual child as well as academic progress, in line with our fundamental British Values.

Our policy applies to all staff including supply staff, governors and volunteers working in the schools. **Safeguarding is the responsibility of EVERYONE.** The main elements to our policy are:

- Maintain a safe environment in which children feel safe, secure, valued and respected where they can learn and fully develop.
- Establish an environment where children are encouraged to talk and are listened to when they have a worry or concern.
- Ensuring that all staff and volunteers are encouraged to share concerns about the safety and welfare of a child and that the staff and volunteers are listened to and know the procedure for reporting or making a referral.
- Supporting all staff to be well equipped to spot signs of abuse, including neglect, or a child in need of early help.
- Supporting all children who have been abused or neglected in line with the Child Protection Plan, where deemed necessary.
- Create opportunities in the curriculum for children to develop the skills they need to keep themselves safe and to be able to identify risks, along with developing the social, moral, spiritual and cultural aspects of a child's well-being (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).
- Ensuring we practise safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring anything inappropriate is reported and managed using the Allegations Management procedures.
- Ensuring everyone maintains an attitude of '**it could happen here**' where safeguarding is concerned, and that all staff always act in the interests of the child.
- Identify children in need of early help intervention (Appendix 4)

Designated Safeguarding Leads (DSL)

A designated safeguarding lead will always be available, our school lead DSL is Mrs Kay Selwyn in her absence the deputy designated lead persons (DDSL) are the Head Teacher, Mr Tony Larnar or Mr Ollie Tuck . Contact details for the DSL is via email: ksewyn@newentfed.org, telephone: 01531 820589 option 2 or mobile 07807159980.

The DSL main areas of responsibilities are:

- Referring all cases of suspected abuse to the local authority children's social care team and police (in relation to FGM).
- Informing the local authority designated officer, Nigel Hatton [LADO] for child protection concerns which involve a staff member.
- Ensure Disclosure and Barring Service is informed when cases involving a staff member is dismissed or left due to risk/harm to a child.
- Sharing information with the Police in cases where a crime may have been committed.
- Liaison with the Headteacher to inform of the issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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.
- Ensuring the schools policies are known and used appropriately.
- Reviewing and updating the Safeguarding Policy annually and make available publically.
- Ensuring all records are kept securely, separate from the main children file, and if on paper, in locked locations.
- Ensuring child protection files are transferred separately from the child's main file when a child moves school.
- Attend strategy discussions, core group meetings, family group conferences, and share relevant information with schools and other organisations where appropriate.
- Liaise with SENCo to ensure children with SEND are listened to and fully supported
- Ensure the Single Central Record is up to date and accurate.
- Informing Local Authorities when children go missing from education (CME), in line with the CME policy or when their attendance is a concern.
- Ensure a robust training programme is in place for all staff to undertake to include; safeguarding, Female Genital Mutilation, Prevent (Radicalisation) and that it is updated.
- Ensure Operation Encompass is set up and guidelines are followed.
- Where there is uncertainty about making a full request for service, advice will be sought from the Children and Families Helpdesk 01452 426565.

DSL Training

The DSL receives appropriate and regular training in order to:

- Provide early help and intervention.
- Know of how local authorities conduct a child protection case conference and attend and contribute to these effectively.
- Ensure each member of staff has access to relevant policies and training.
- Be alert to the specific needs of children in need.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant refresher training courses.
- Encourage a culture of listening to children and taking into account of their wishes and feelings, among all staff.

Role of the Governing Body

Responsibilities include:

- Changes to policies and procedures will be taken to the next full Governors meeting for approval.
- Regular meetings with DSL.
- Ensure that Safeguarding training is current.
- To liaise with the DSL to ensure the audit of statutory duties and associated responsibilities for schools in relation to 'Safeguarding Children and Safer Recruitment in Education' is completed annually and submitted to the GSCE (formally GSCB www.gscb.org.uk)

The Head Teacher's responsibilities

The Head Teacher has overall responsibility for procedures in the schools and, in addition to specific responsibilities mentioned elsewhere in this policy must:

- Maintain a safe and secure environment in schools where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know there are adults in the schools whom they can approach if they are worried.
- Provide opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse in line with the PSHE and RSE policies.
- Ensure all staff have adequate knowledge to teach children how to stay safe on line and have time in the curriculum to continually teach children about online safety
- Ensure all staff are provided with information and training to enable them to work safely with children.
- Ensuring that all staff (including supply and agency staff) as well as Governors have clearance from the Disclosure and Barring Service and that checks are appropriately updated.
- Ensuring visitor/volunteers that do not need DBS follow the school guidelines accordingly.

All Staff Responsibilities

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

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding leader (DSL) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (see appendix 1) and responsibility for referring any concerns to the DSL responsible for child protection (see appendix 3).
- Ensure that parents have an understanding of the responsibility placed on the schools and staff by setting out its obligations in the school prospectus.
- Notify the DSL if there is an unexplained absence of more than two days of a children who has a Child Protection Plan.
- Keep written records of concerns about children, even when there is no need to refer the matter immediately.
- Follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed, following Safer Working Practise
- Understand that if at any time a child is at immediate risk of serious harm **ANYONE** can make a referral to social care is to be made immediately or dial 999.
- Ensure children are aware of Acceptable Use Policy and staff report e-safety incidents to the DSL, see Acceptable Use Policy and E-Safety Policy.

Prevention and Supporting Children

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

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular communication with children through Circle Time, links with 'Pink Curriculum' and specific assemblies including our school values.
- Ensure all children know that they can speak to ANY adults in the school.
- Seeking early help for our children when concerns become apparent.
- Understand that some incidents and behaviours can be associated with external factors, including extra-familial abuse or exploitation

As a school we recognise that children who are abused, including neglected, or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The schools may be the only stable, secure and predictable element in the lives of children at risk. This is also the case with children who experience poverty, bereavement, and family members with poor mental health or who maybe in prison. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the children through:

- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- The content of the curriculum.
- Ensuring the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred to them.
- Liaison with other agencies that support the children such as Social Care, Child and Young Persons Service and Educational Psychology Service.
- Staff have regular training (every 3 years) on Safeguarding, Prevent, FGM and CSE.

All staff should be alert for signs of abuse, including neglect, (see appendix 1) and should refer concerns to the designated lead for child protection as soon as possible. In the meantime, if the concern arises out of an approach by a child they should:

- Listen to the children, keeping calm and offering reassurance
- Observe bruises/injuries but should not ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions such as 'what did they do next?'
- Listen – do not investigate using questions such as 'is there anything else you'd like to tell me?'
- Accept what the child says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them
- Not lay blame or criticise either the child or the perpetrator
- Not promise confidentiality - explain that they have done the right thing and who you will need to tell and why
- Fill out the Welfare Form (Yellow Form) and pass immediately onto DSL who will decide which action is suitable

Safer Recruitment

Safer Recruitment Training— The KCSiE 2020 guidance maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. Schools may choose appropriate training and may take advice from their GSCE in doing so. Within our school we have Tony Lerner (Head) and Kay Selwyn (Lead DSL),our lead DSL also has training in Safer Working Practise and Allegations Management Training.

Allegations against staff

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 is set out clearly in the Code of Conduct. We understand that a child, parent or other professionals 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, it should be immediately taken to the DSL and Head teacher. They will on occasions, will discuss this with LADO (Local Authority Designated Officer) 01452 426994 (www.gscb.org.uk). If the allegation is concerning the Head then the Chair of Governors should be contacted immediately, they will then consult LADO, without notifying the Head first. In these incidences the LADO will request a multi-agency allegations management meeting to determine how the allegation should be handled. Pauntley C of E Primary School will follow GSCE procedures for managing allegations against staff.

Whistle-Blowing

Staff are reminded to following the Whistle Blowing Policy and Procedure as they have a duty to report any matters which cause them concern. Any such concerns raised by staff must follow the procedure in order for concerns to be addressed and practises improved. As a school our duty is to protect children and our responsibility to ensure unsuitable behaviour is reported and managing using the Allegations Management procedures. These can be found on the GSCE website (www.gscb.org.uk). Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the actions or attitudes of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the LADO.

Confidentiality

What is shared and not shared and in which circumstances:

- All staff recognise that all matters relating to child protection is confidential
- Child protection concerns and records are kept in a confidential file in a locked cupboard separate from the child's main file.
- The DSL will only disclose information about a child to other members of the staff or other professionals on a need to know basis
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep a secret which might compromise the child's safety or well being
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so would put the child at greater risk or harm, or impede a criminal investigation
- We will ensure that any child currently with a Child Protection plan who is absent from school without explanation for two days, is referred to their Social Care Team
- We will contact Virtual Schools if a child in care is absent without sufficient reason

Social Care meetings

At times the DSL will be called to participate in meetings organised and chaired by Social Care. At these meetings, the DSL should be ready to report, providing information about:

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback should be given and staff brought up to date with any actions that are needed.

Multi Agency Public Protection Arrangements (MAPPA)

Occasionally the Schools may need to be involved in the assessment and management of a high risk offender; for example, where there are concerns about a sex offender having an association of some kind with the school or where there are serious concerns about violence against a child or young person. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to children, known adults, public, staff, self. The police, probation and prison service are the lead agencies, with other agencies including CYPD and education settings, having a statutory duty to cooperate. Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYPD. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website. (www.probation.homeoffice.gov.uk)

Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings is a best practice model, rolled out nationally, to respond to high risk victims of domestic abuse. It is a process that facilitates the sharing of multi-agency information and a collaborative assessment of risk and action planning to reduce serious harm to victims of domestic abuse. The heart of the MARAC is based on the principle that no single agency or individual knows the complete picture of the life of a victim, but all may have insights that are crucial to their safety and that of their children. MARAC guide and Operating Protocol is available at www.glostakeastand.com and MARAC queries can be sent to MARAC@gloucestershire.pnn.police.uk

MASH (Multi Agency Safeguarding Hub)

The main aim of the MASH is to identify safeguarding issues and to further consider situations where there have been a number of low-level concerns with the aim of triggering additional analysis and action. MASH is made up of:

- Gloucestershire County Council Children Services
- Gloucestershire County Council Adult Safeguarding Team
- Gloucestershire County Council Education Services
- Gloucestershire Police
- Youth Support Service
- Gloucestershire health community
- Gloucestershire Domestic Abuse Support Service (GDASS)

When referrals are received via existing safeguarding referral routes the MASH will allow agencies to share all the available and relevant information that they hold in order to make a decision as to how best to investigate and offer support. The helpdesk number is 01452 426565.

Children in Care

Children who are in care/'looked after' will have their own care plan, which will be drawn up in discussion with Social Care, foster parents, CiC Co-ordinator representatives from the Virtual School and the child. The plan will be based around the child's academic needs as well as their social and emotional aspects, children in care have additional funding allocated to them which will be spent in agreement with all the professionals, based on the need of the child.

Support in the Schools – Pastoral Care

All class teachers are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care, providing early help (see appendix sheet). Parents' and children's needs for privacy should be respected, non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this. It should be recognised that families from different

backgrounds and cultures will have different approaches to raising their child, whilst these differences should be acknowledged and respected they will not prioritise over the safety of the child.

School trips, visits and journeys

Pauntley C of E Primary School work with Gloucestershire County Council SHE department when planning for offsite visits. As a school we have a trained Educational Visit Co-ordinators who verifies plans, procedures and ensures risk management is in place, after the Head has approved the visit. The Head then approves the final package before the trip commences. No trips or visits will go ahead without all the correct paperwork and the approval of the Head.

Additional Needs of a child

As a school we recognise that some children may need additional support such as involvement with the SENCo and/or an intimate care plan. During their time at school they may also need support with unmet mental health needs – all of this will be implemented with the child's safety at the forefront and in line with other relevant school policies.

APPENDIX 1 Categories of Abuse

Guidance on recognising suspected abuse

Abuse is a form of maltreatment of a child, it can be physical, sexual, neglectful and emotional. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

PHYSICAL ABUSE

Is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, 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.

Possible signs of physical abuse include:

- Unexplained/improbable injuries or burns, refusal to discuss injuries
- Untreated injuries or lingering illness
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression / bullying
- Over compliant behaviour
- Running away/ Unexplained pattern of absences
- Significant changes in behaviour/deterioration in work

EMOTIONAL ABUSE

Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

It can include:

- Conveying to a child that they are worthless or unloved
- Placing inappropriate age-related expectations on a child
- Making a child feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing / scrounging
- Drug / solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb sucking
- Air of detachment, don't care attitude
- Social isolation
- Attention-seeking behaviour
- Eating problems
- Depression or withdrawal

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 (e.g. rape or oral sex) or non-penetrative acts (e.g. 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.

Possible signs of sexual abuse include:

- Bruises, scratches, burns or bite marks
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy/Sexually transmitted diseases
- Dislike of physical contact
- Lack of personal boundaries
- Inappropriate flirtatious talk to others
- Sexual awareness inappropriate to the child's age
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

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.

Possible signs of neglect include:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Hoarding
- Constant tiredness

APPENDIX 2 Offer of Early Help

<p>BEREAVEMENT</p>	<p>At a time when you are experiencing your own grief at the death of a partner, child, other family member or friend, it can seem overwhelming to offer support to your child or children. We can provide support and advice, whilst signposting to organisations such as Winstons Wish 08088020021</p>
<p>BULLYING (including cyberbullying, homophobic, racial, peer child death/suicide prevention)</p>	<p>All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the Head Teacher as appropriate. A detailed guide can be found in the School's Behaviour Policy in the section related to anti-bullying. All members of staff should be fully aware of and observe the provisions of the policy related to bullying.</p> <p>This is defined as behaviour that is:</p> <ul style="list-style-type: none"> • Repeated. • Intended to hurt someone either physically or emotionally. • Often aimed at certain groups, eg because of race, religion, gender or sexual orientation. <p>It takes many forms and can include:</p> <ul style="list-style-type: none"> • Physical assault • Teasing • Making threats • Name calling • Cyberbullying - bullying via mobile phone or online <p>As a school we teach children about positive friendships and what to do when bullying happens, as part of the curriculum and as bespoke interventions where necessary. We use a variety of resources (www.ghll.org.uk www.bullying.co.uk) to support us. In serious cases of bullying parents should contact the police 999, particularly if there are threats involved. Other sources of advice and help can also be found on the GSCE website (www.gscb.org)</p>
<p>CHILD SEXUAL EXPLOITATION (CSE) CHILD CRIMINAL EXPLOITATION (CCE)</p>	<p>Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, and/ or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/ or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability. We have trained staff who can use a CSE screening tool, which should be used if CSE is suspected.</p> <p>Gloucestershire multi-agency protocol for safeguarding children at risk of CSE can be found at www.gscb.org.uk Gloucestershire also has a dedicated team within the police, the CSE team sits within the Public Protection Bureau. For advise and referrals phone 101 and ask to be put through to the CSE team. For further information please see www.paceuk.info (Parents against CSE)</p> <p>Home Office (2018) definition of CCE occurs where an individual or groups takes advantages of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. www.bespaceaware.co.uk for more information.</p>
<p>COVID 19</p>	<p>As a school we follow guidance nationally and locally from the DfE and Gloucestershire Local Authority to ensure we have the correct measures in place for our school. This information is shared with all stakeholders and is regularly reviewed and updated in order to keep everyone as safe as we possibly can within a school environment. We recognise the need for a recovery curriculum and the mental health effects this has had on all involved and are all working hard to help repair lost learning in a holistic way</p>
<p>CHIDREN MISSING FROM EDUCATION/CHILDREN WHO RUN AWAY</p>	<p>Anyone who is concerned that a child is missing from education can make a referral to the Education Entitlement and Inclusion Team 01452 426960. This refers to any child of compulsory school age who is not registered at any</p>

	<p>formally approved education activity and has been out of education for at least 4 weeks, or a child who has been missing from current education/school roll for 10 days or more of continuous absence without explanation or left suddenly with destination unknown. Children who have run away from their current accommodation can EXCLUSIVELY use 0800 3894992 (Gloucestershire ASTRA (Alternative Solutions To Running Away)) to talk to trained staff who will provide them with support and advice. Anyone who is concerned that a child has run away can use 01452 541599 or Gloucestershire Police Missing persons co-ordinator can be reached on 101.</p>
DOMESTIC ABUSE	<p>Domestic violence/abuse is a pattern of behaviour which is characterised by the exercise of control & the misuse of power by one person, , within the context of a current or former intimate relationship. It can manifest in a variety of ways-physical, sexual, emotional, financial abuse and imposition of social isolation. It is most commonly a combination of them all. Domestic violence/abuse occurs across all races, classes, nationalities, religions, cultures, ages and physical and mental abilities. It also happens in same sex relationships. Children and young people are often the forgotten victims of domestic violence/abuse. They may suffer direct physical, sexual or emotional abuse, or the abusive impact of witnessing or being aware of abuse to their mother or father.</p> <p>The GSCE have published a Domestic Abuse pathway which can be found on www.gscb.org.uk If a child is suspected of living at home with a domestically abusive parent or a young person is in an abusive relationship then a referral to the Children's Helpdesk is made (01452 426565).</p>
DRUGS	<p>Drugs includes alcohol, tobacco, illegal drugs, medicines, psychoactive substances ("legal highs") and volatile substances, unless otherwise specified. Within school we promote children's' wellbeing and have a clear message in preventing drug misuse as part of our pastoral responsibilities. Children are taught about medicine/drugs within the curriculum, the Education Life Bus and if needed specific interventions can also be provided, we use resources from Facts4Life and GHLL. Info Buzz also provides targeted support around drugs and emotional health issues (www.infobuzz.co.uk)</p>
FABRICATED OR INDUCED ILLNESS (FII)	<p>The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. The DSL will liaise with medical professionals and children's social care. Further information can be found on www.nhs.uk/Conditions/Fabricated-or-induced-illness</p>
FAITH ABUSE	<p>Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs it causes great distress and suffering to the child. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray, (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. Where there is concerns following a child in school, staff should consult the DSL who will follow child protection procedures. For faith group links contact LADO www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</p>
FAMILY INFORMATION SERVICE (FIS)	<p>Gloucestershire FIS advisors give impartial advice/information on childcare, finances, parenting and education. Telephone 0800 5420202 or email familyinfo@gloucestershire.gov.uk</p>

FEMALE GENITAL MUTILATION [FGM]	<p>Female Genital Mutilation includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non medical reasons. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Further information can be found on www.nhs.uk/Conditions/female-genital-mutilation</p> <p>If you are concerned that someone may be at risk, contact the NSPCC helpline on 08000283550 or fgmhelp@nspcc.org.uk</p>
FORCED MARRIAGE	<p>A Forced Marriage is a marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress involved. Duress can include physical, psychological, financial, sexual, emotional pressure. Where there is concerns following a child in school, staff should consult the DSL who will follow child protection procedures.</p> <p>'But it's not fair' book is available in school to read, it's a book for children to read looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. https://www.gov.uk/forced-marriage</p>
GANGS AND YOUTH VIOLENCE	<p>A group of youth people who see themselves (and are seen by others) as a discernible group; engage in criminal activity and violence; lay claim over territory; have some form of identity; have conflict between other 'gangs'. Young people can access non-judgemental information and advice about crime and criminality at www.fearless.org. The site also provides a safe place to give information anonymously about crime. Within school our curriculum is based on prevention, wellbeing, self esteem, identity, law & order and considering impact of violence in the community. All staff follow the Anti-bullying policy.</p>
GENDER BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS (WAWG)	<p>All forms of violence against women and girls - including sexual violence, domestic violence, stalking, trafficking, and harmful practices including FGM (female genital mutilation) and honour-based violence. Home office policy www.gov.uk Support can also be given through 24hr advice line 03004218400 which is completely confidential and provides advice for victims, professionals or concerned members of the public.</p>
GENDER IDENTITY, GENDER EQUALITY AND TRANS-INCLUSION	<p>Trained staff to provide support when questions arise regarding gender, we will help in ensuring all pupils feel safe and supported to be themselves. A whole school approach into preventing transphobic and gender-based bullying.</p>
GLOUCESTERSHIRE SAFEGUARDING CHILDREN'S EXECUTIVE (GSCE)	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. www.gsce.org.uk</p>
HATE/PEER ON PEER ABUSE	<p>Children may be harmful to one another in a number of ways which would be classified as hate/peer on peer abuse. It is important to us that we put strategies in place to prevent this happening and always recognise it could happen here. We also recognise abuse in the form of initiation/hazing type rituals and violence and age appropriately talk to children about this. Also, through the PSHE curriculum classes tackle such issues as prejudiced behaviour. Staff have CPD training around behaviours and creating an open environment for talking and being honest. We can signpost children and families to further resources and support where they can confidentially seek further help.</p>

HOME VISITS	If at any time you or your child is experiencing difficulties coming into school our Head Teacher/DSL will come to your home and talk about ways in which school can help.
HONOUR BASED VIOLENCE (HBV)	Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community. The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help Line': 0800 5999247
MEDICAL SUPPORT	School staff are happy to liaise with the family and the child around their medical needs, in conjunction with Hospital Education Services, medical staff and support in medical meeting if needed
MENTAL HEALTH	Mental health is important to us all. We want our children to be healthy in their minds as well as their bodies. 1 out of 4 people will experience a mental health problem at some time in their life, so we are helping raise awareness by following the Pink Curriculum in PSHE to educate children about mental health and well-being and follow guidance from Public Health England @mental Health & Behaviour in Schools'
ON LINE ABUSE	This is also under bullying, we as a school take this extremely seriously, and will inform the police if a child is being bullied online out of school on social media. All staff are aware of the Acceptable Use Policy and report any issues to the DSL and Computing Co-ordinator, as a school we use resources from CEOPs, NSPCC and our School Beat Officer.
PRISON (SUPPORT FOR FAMILIES AFFECTED)	InfoBuzz (01452 501008) is a Gloucestershire charity that supports vulnerable children, young people and families. The organisation's 'Castle Gate Gloucestershire' programme delivers a prisoners' families support service throughout the county. The programme's overall aims are to reduce the impact parental imprisonment has on children and young people. Support offenders and their families to build and/or maintain healthy family relations. Reduce re-offending/anti-social behaviour and the risk of intergeneration offending. Help offenders' families overcome barriers to achieve positive outcomes. Services offered by Castle Gate Gloucestershire include: <ul style="list-style-type: none"> • KINnect family conferencing • Accompanied prison visits for children • Mentoring service for young people with a parent in prison • Support for children and young people with a parent in prison
PRIVATE FOSTERING	Private fostering arrangement is essentially one that is made without the involvement of the Local Authority. It is defined under the Children Act 1989 as 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. Gloucestershire Private Fostering Social Worker 01452 427874 for further information.
RADICALISATION	A process by which an individual or group adopts increasingly extreme political, social, or religious ideals and aspirations. All staff have received training (online Channel General Awareness Module) and both DSL and Head have undertaken a full day training on radicalization and what it means for the school as a whole. Nigel Hatton (LADO) or 0800 789321 Anti-Terrorist Hotline for further information
REFUGEES AND ASYLUM SEEKERS	Gloucestershire Action for Refugees and Asylum Seekers (GARAS) offer support to those seeking asylum in Gloucestershire. They welcome families when they arrive, advocating their daily struggles, supporting them in adjusting to new surroundings. For further information please visit their website www.garas.org.uk , email info@garas.org.uk or telephone 01452 550528
SELF HARM	If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the DSL for child protection. Actions by the designated person might include, contacting parents, Child Adolescent Mental Health Services (CYPS) or Social Care if the child meets the request for service criteria. Further help is available on www.nspcc.org.uk
SEXTING	The sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other mobile device. Within ICT and PSHE we teach the children how to be safe on the internet and across mobile devices, we

	also have visits from the local police on internet safety. Gloucestershire Police 101 or http://ceop.police.uk/ for further information.
TEENAGE RELATIONSHIP ABUSE	When there is actual or threatened abuse within a romantic relationship or a former relationship. One partner will try to maintain power and control over the other. This abuse can take a number of forms: physical, sexual, financial, emotional or social including remarks, comments, jokes, taking place online or in person. Through PSHE (Pink Curriculum) children in the school are taught about relationships. https://www.ghll.org.uk
TRAFFICKING	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Where staff have concerns they would follow the safeguarding procedures in school. Serious crime must be reported to Nigel Hatton (LADO).
TRANSITION	We recognise children may find transition from home into school or from school to school very difficult at times, therefore we have ensured support is put in place. Staff are available to meet the parents and children to allow everyone a chance to share their worries.
UPSKIRTING	Upskirting is a criminal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

APPENDIX 3 Dealing with a disclosure

When a child makes a disclosure about an incident, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child, tell them you are pleased they are sharing this information
- NEVER promise to keep a secret. Assure the child that you will try to help but you have to tell others adults in order to help them further. (Inform your DSL)
- Children rarely lie about abuse, so reassure them that you believe them
- Tell the child they are not to blame
- Encourage the child to talk, do not ask leading questions or press for information
- Listen and remember (it may not be possible to write the first conversation down immediately)
- Check you have understood what the child is trying to tell you
- Praise them for being brave, communicate they have the right to be safe and protected
- Do not tell the child what they experienced was dirty, naughty or bad
- Remember its inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what they have disclosed, so it's essential that you record everything
- At the end of the conversation remind them that you need to tell other adults so you can provide the best help and support. Tell them what will happen next.
- As soon as you can make a thorough detailed account of what the child reported in their language
- Remember it is not your role to investigate, the child has chosen you, your role is to listen, support and pass on to the DSL
- Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead. In the unlikely event of an absent DSL then phone Children's Helpdesk 01452 426565

Who are **our** Vulnerable Children?

This child is....

A child in care
Adopted
Now reunited with a parent (including prison)
Living with another relative or family friend
A young carer
A refugee/asylum seeker

This child is exposed to....

Substance misuse
Negative mental health issues
Domestic abuse
Poor housing conditions
Debt
Serious violence
Physical & sexual abuse
Absent family members including bereavement

This child could be drawn to....

Gang groups
Peer on peer abuse
Radicalisation
Grooming
Isolation
Modern Slavery
Female Genital Mutilation
Child Exploitation

This child has...

Special Educational Needs
No permanent address
Several address with no permanence
Suffered significant loss
No friends/belongings
English as an additional language
No voice/confidence
No concentration/energy

Are they showing....

A change in behaviour
A change in appearance
Attendance issues
Decline in their progress
Change in friendships

TALK TO YOUR DSL – IT COULD HAPPEN HERE!