

## Tutshill C of E Primary School

### Child Safeguarding Policy (P Policy)

*'Love One Another, Know Ourselves, Believe and Grow'*

**Date: Autumn 2017**

**Review Date: Autumn 2018**

#### **Ethos**

The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.

**Designated Safeguarding Lead (DSL) – Miss Jennifer Lane Headteacher**  
**Deputy Designated Safeguarding Lead – Mrs N Fryer Deputy Headteacher**  
**Child Protection Governor – Ms Marilyn Henderson**

**“Safer Working Practice Document” and “Keeping Children Safe in Education 2016” - ALL STAFF are required to read this document and to sign a declaration to state that they have done so.**

The DSL Handbook link is attached to the Safeguarding board in the staff room and is available in all classrooms. All advice is readily available in the booklet online (GSCB Website) should you have concern about a child or wish to advise yourself on procedures.

#### **Gloucestershire County Council**

The Front Door: 01452 614194

Out of hours emergency duty team: 01452614194

Local Authority Designated Officer for Allegations 01452 426994/ 01452 425017

Allegations Management: 01452 426320

Community Social worker: 01452 328048

#### **Monmouthshire County Council**

Duty Social Worker: 01291 635669

South East Wales Emergency Duty Team: 08003284432

Monmouthshire Safeguarding and Quality Assurance Unit Manager: 01633 644598

Designated officer for Safeguarding and Education: 07917 707 343

#### **Legal framework**

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

##### **Legislation**

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- Equality Act 2010
- Protection of Freedoms Act 2012

- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Data Protection Act 1998
- The Childcare (Disqualification) Regulations 2009

### **Statutory guidance**

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2016) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2017) 'Sexual violence and sexual harassment between children in schools and colleges'

### **Objective**

The purpose of this policy is to give clear direction to staff and others about the expected codes of behaviour in dealing with safeguarding issues. As a school, we are committed to the development of good practice and using sound procedures. All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

### **Implementation**

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy.

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

- Ensure we have a designated safeguarding lead and deputy, for child protection/safeguarding who has received appropriate training and support for this role.

- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead 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.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, in the safeguarding children file, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

## **Roles and Responsibilities**

### **Designated Safeguarding Lead (DSL)**

The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care Services (CSCS), the Local Authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher, if they are not the DSL, to inform him/her of safeguarding 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 members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how Local Authority (L.A.) conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with Gloucestershire Safeguarding Board to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

**NB.** The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

### **Deputy Designated Safeguarding Lead Teacher, DDSL**

Should the DSL not be available the DDSL will follow the same actions as outlined for Headteacher.

### **Headteacher**

The headteacher has a duty to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

### **Governing Body**

(Tutshill C of E School have a Safeguarding Committee that report to the Safeguarding Governor)

The governing board has a duty to

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2015).
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBT.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.

**Designated Safeguarding Governor:**

- Oversee procedures and take action according to Local Authority procedures. This includes where there are allegations against the Headteacher.
- Inform the chair of governors if allegations have been made against the Headteacher
- Will ensure the Child Safeguarding Policy is reviewed and reported on annually to the school's governing body and meets all requirements.

**Other staff members have a responsibility to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to CSCS and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

### **Safer Recruitment**

The Headteacher, is trained in safe recruitment, as is the Chair of Governors.

It is the policy of the school that at least one member of the governing body is trained in safe recruitment procedures.

### **Whistle Blowing**

Tutshill C of E Primary School has adopted the Gloucestershire whistle blowing policy which all members of staff have received and have signed to say they have read and understood.

### **Supporting all pupils**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

### **The content of the curriculum**

The curriculum at Tutshill C of E School is designed to ensure all children are valued, thought of and catered for. The behaviour policy allows for all children to be shown respect and for children to show respect.

The school ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

The school behaviour policy takes into consideration all pupils including those needing additional support. The school will ensure that pupils know some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

### **Inter- agency work**

Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Members of staff may be asked to contribute to MAPPA (Multi Agency Public Protection Arrangements) multi agency public protection and MARAC multi agency risk assessment conference, meetings as necessary

### **Emotional Support**

An adult **must not** promise confidentiality to any child, they may be required to disclose information which they may have concerning abuse. If a child asks a member of staff to keep a secret, they must be assured sensitively that the information may have to be shared.

The school accepts that children with behavioural difficulties and disabilities are the most vulnerable to abuse. Adults who work with these children need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is drug, alcohol or domestic violence, children from any background may also be vulnerable and in need of support and protection

#### **Offer of Early Help- APPENDIX 4**

Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child /young person's life. Effective Early Help relies on local agencies working together to identify children and families who would benefit from Early Help. Undertake an assessment of the need for Early Help. Within school the offer of early help will take many forms.

Information related to use received about a child will normally be discussed with a parent, unless familiar sexual abuse is suspected. The contact is made by senior staff. Advice is always taken from the Gloucestershire safeguarding board in line with L.A. guidelines.

All staff are given guidance about physical contact with children, with reference to the positive handling policy.

#### **Communication**

The termly newsletter, sent to all parents, draws attention to the policy and where it can be found. Tutshill C of E Primary School also works with Monmouthshire safeguarding board in relation to children living in Monmouthshire. If appropriate Monmouthshire's safeguarding policies and procedures will be adhered to. Staff receive termly Safeguarding updates.

#### **Safer Working Practice**

All staff are required to read the document "Safer Working Practice" as part of their Tutshill C of E Primary School Child Protection Induction. Staff sign to say they are aware and understand the document and know how to access it for future referral.

#### **Allegations Management**

We follow procedures for dealing with allegations against any staff working/volunteering with children which are laid out in the Gloucestershire Child Protection Procedures which may be found at [http://www.swcpp.org.uk/swcpp/swcpp\\_procedures.htm](http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm) . The governor for Safeguarding (Child Protection) or the Chair of Governors may be required to act should an allegation be made against the Headteacher.

Gloucestershire Local Authority has a Designated Officer (LADO) for allegations against staff/volunteers who will be informed if there is an allegation against a member of staff, on 01452 426994. It is important that **no investigation** is carried out without first having a discussion with the Local Authority Designated Officer (LADO). All staff receive training in relation to PREVENT DUTY.

#### **Training**

The DSL, deputy and the governor will attend multi-agency training relevant to their role. All members of school staff, volunteers and governors will be offered basic child protection training every three years. Throughout the year staff are constantly updated on safeguarding/child protection approaches and concerns.

#### **Types of abuse/Neglect:**

The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)

Failure to protect from physical or emotional harm.

Failure to meet child's basic emotional needs.

Failure to ensure adequate supervision.

Failure to ensure access to appropriate medical care.

**Physical Abuse:**

Deliberate or intended injury to a child. e.g.

Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning, Female genital mutilation.

Deliberate inducement of an illness.

**Sexual Abuse:**

Actual or likely sexual exploitation. e.g.

Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.

Involvement in non-contact activities such as looking at or making abusive images.

Encouraging children to watch sexual activities.

Encouraging children to behave in sexually inappropriate ways.

Any sexual activity with a child under the age of 16. (with or without agreement)

Child sexual exploitation and ‘grooming’ on social networking sites

**Emotional Abuse:**

Persistent or severe emotional ill treatment or rejection which adversely affects the child’s emotional and behavioural development. e.g.

Conveying to a child that they are worthless, unloved or inadequate.

Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.

Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Child sexual exploitation

When a child or young person under the age of 18 is in a relationship with an adult (over 18), even if they claim to be a friend /boyfriend, and if this person is offering something (e.g. food, accommodation, drugs, alcohol, cigarettes, gifts, money) in exchange for sexual activities, this is considered to be child exploitation.

**Specific safeguarding issues**

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

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

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health

- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

## **Bullying and Cyber bullying**

### Anti-Bullying

Tutshill C of E Primary School takes bullying very seriously and appreciates the misery that comes from young people being bullied. Our Anti Bullying Policy is available on the school website for reference.

### Gender identity and sexuality; sexist, sexual and transphobic bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Behaviours displayed in these forms of bullying are in many cases similar to those of other forms of bullying, but there is the additional element of inappropriate or coercive sexual behaviours, which can in extreme cases constitute criminal behaviour such as sexual abuse. Some of the behaviours associated with sexist, sexual or transphobic bullying, such as the use of sexist or inappropriately sexual language, can sometimes go unchallenged in schools as school staff are unsure how to respond appropriately. Examples of some behaviours which may be seen in instances of sexist, sexual or transphobic bullying include: inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing he/she pronouns) and the display or circulation of images of a sexual nature.

Sexual and sexist bullying is a form of violence against women and girls as it disproportionately impacts on girls and young women. Girls are more commonly at risk from sexual and sexist bullying and this is a crucial issue to address because of its relationship to the broader issue of violence against women in society. However, boys have also reported being subjected to sexual or sexist bullying (as shown in data provided by ChildLine), and transphobic bullying may be targeted towards young people of either sex. It is important to note the links to homophobic bullying as young men are bullied when they do not fit in to heterosexual gender roles.

Schools must respond to this type of bullying as they are responsible for safeguarding the health and well-being of their pupils, which can be adversely affected by bullying. Sexist, sexual and transphobic bullying can damage lives. It may cause fear and anxiety, increase the likelihood of self-harm and limit aspirations and achievement. The effects of exposure to bullying can last well into adulthood.

### Cyberbullying or cyber harassment

Is a form of bullying or harassment using electronic means. It has become increasingly common, especially among teenagers. Harmful bullying behavior can include posting rumors, threats, sexual remarks, a victims' personal information, or pejorative labels (i.e., hate speech. Bullying or harassment can be identified by repeated behavior and an intent to harm. Victims may have lower self-esteem, increased suicidal ideation, and a variety of emotional responses, including being scared, frustrated, angry, and depressed. Cyberbullying may be more harmful than traditional bullying. All children are taught how to safe on the internet. Staff receive training in this area to support children and parents.

## **Children missing from education, CME**

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

**Additionally,**

Where a pupil has not returned to school for ten days after an authorised absence<sup>15</sup> or is absent from school without authorisation for twenty consecutive school days<sup>16</sup>, the pupil can be removed from the admission register when the school and the local authority have failed, after making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

**Children missing from home or care**

Tutshill C of E Primary School has continually updated contact details for all children. Guardians of children in care work closely with the school to keep both sides informed of the child's wellbeing. Safeguarding and promoting the welfare of children is a key duty on local authorities and requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care.

**Child sexual exploitation, CSE**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Domestic violence**

The UK's cross-government definition of domestic abuse is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.\*

*\*This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group."*

(Home Office, 2013)

All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children
- Aware that witnessing domestic abuse constitutes harm to a child or young person.

- There is clear evidence that domestic abuse increases the risk of harm to children.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption 10 and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another.

### **Drugs**

Drug or alcohol misuse of parent or carer If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that substance misuse in pregnancy can have a serious effect on the unborn child.

### **Fabricated illness**

There are four main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and
- specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

### **Faith abuse**

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Additionally faith abuse can include, 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 muti 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.

### **Female Genital Mutilation (FGM)**

Female genital mutilation (FGM), sometimes known as 'female circumcision' or 'female genital cutting', is illegal in the UK.

It's also illegal to take abroad a British national or permanent resident for FGM, or to help someone trying to do this.

Signs and Symptoms of (Female Genital Mutilation)

- A child talking about getting ready for a special ceremony
- A family arranging a long break abroad
- A child's family being from one of the 'at risk' communities for FGM
- Knowledge that an older sibling has undergone FGM
- A young person talks about going abroad to be 'cut' or get ready for marriage

Things that may indicate a child has undergone FGM

- Prolonged absence from school or other activities

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

**If there's immediate danger** Contact the police if you or someone you know is in immediate danger of FGM.

You should also contact the Foreign and Commonwealth Office if you know a British national who's already been taken abroad.

**Foreign and Commonwealth Office**

Telephone: 020 7008 1500

From overseas: +44 (0)20 7008 1500

If you're abroad you can contact the nearest British embassy, commission or consulate.

If you or someone you know is at risk

Contact the NSPCC anonymously if you're worried that a girl or young woman is at risk or is a victim of FGM.

**NSPCC FGM Helpline**

Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Telephone: 0800 028 3550

From overseas: +44 (0)800 028 3550

**Forced marriage**

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

**Gangs and youth violence**

At Tutshill, we recognise that 'early intervention' can include anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential. For example, the curriculum should include teaching conflict resolution skills, understanding risky situations, and violence and abuse should be clearly defined so that young people know when to seek help. It is vital that teachers understand the area that they work in.

**Gender-based violence/violence against women and girls (VAWG)**

Violence against women and girls (VAWG) covers a range of unacceptable and deeply distressing crimes, including domestic violence and abuse, sexual violence and child sexual abuse, stalking, so called 'honour-based' violence - including forced marriage and female genital mutilation (FGM), gang related violence, and human trafficking.

Violence can affect women and girls regardless of their age, race or religion, their socioeconomic background, sexual orientation or marital status. Violence takes place in every locality across the UK and can happen in relationships, in families, and in communities. We need to ensure each area has embedded a local infrastructure that raises awareness of VAWG among local agencies and people, encourages earlier disclosure and reporting by victims and survivors, and uses multi-agency approaches effectively to understand and meet the support needs of victims, survivors and family members, through recovery and on to sustainable, positive life outcomes.

*Whilst gender crimes are disproportionately aimed at women, men can suffer too.*

## **Hate**

The police and Crown Prosecution Service have agreed a common definition of hate incidents.

They say something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation.

This means that if you believe something is a hate incident it should be recorded as such by the person you are reporting it to. All police forces record hate incidents based on these five personal characteristics. Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child. At Tutshill C of E School, as part of our vision and ethos, we teach our children to be respectful and tolerant to all. This permeates our curriculum- both formal and informal.

## **Mental health**

When we talk about mental health problems we mean diagnosable mental health conditions, like depression, anxiety disorders, schizophrenia, bipolar disorder and personality disorders. Mental health problems affecting mothers and fathers during the perinatal period, in pregnancy and after birth, can include anxiety, depression and postnatal psychotic disorders ([Hogg, 2013](#)).

Vulnerability to mental health problems can be the result of negative or stressful life experiences such as poverty, unemployment, physical illness, disability, social isolation, relationship breakdown or childhood abuse or neglect ([Cleaver, 2011](#))

If a parent or carer has a mental illness, it is important not to make assumptions or generalise.

However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

At Tutshill C of E School we promote open channels of communication and encourage parents, where possible to talk with us. We understand that children may internalise and worry about their parents. Children are supported with their emotion through conversation with staff, lunch time nurture clubs and therapeutic nurture sessions.

## **Missing children and adults**

Tutshill C of E School uses early intervention to help signpost families to agencies should they need support. It is hoped this will enable parents and families to stay in their area. Where the school does have concerns regarding a family, contact would be made to appropriate service as it is for children missing education.

## **Private fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) Tutshill C of E School will contact the necessary Safeguarding Boards to pass information on.

The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005.

The term 'Looked After Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

### **Preventing radicalisation**

As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Tutshill C of E Primary School, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. ALL staff have undertaken PREVENT training.

#### Definitions and Indicators:

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Although incidents involving radicalisation have not occurred at Tutshill C of E primary to date, it is important for us to be constantly vigilant and remain fully informed about the issues which may affect the children we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the designated safeguarding lead.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE, provision is embedded across the curriculum, and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

### **Relationship abuse**

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

### **Sexting**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

The Safeguarding curriculum at Tutshill C of E Primary Schools allows staff to talk to children and address these issues. All staff are aware that should an incident of sexting be discovered, that it will be reported to the DSL who will manage the situation in line with the school policy.

### **Trafficking**

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

At Tutshill C of E Primary School, where staff have concerns regarding a child, they will report to the DSL who will manage the situation in line with the Safeguarding policy.

Further areas for consideration-

#### **Learning disability of parent or carer**

If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

#### **Persistent offending behaviour of parent or carer**

If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised.

For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

Where this is identified and considered a risk a referral following the Gloucestershire Child Protection referral process will be made.

#### **Recognition of Possible Abuse:**

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure
- Non accidental injury, bruising or marks
- Explanation inconsistent with injury
- Several different explanations for an injury
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness
- Reduced response
- Frozen watchfulness
- Nightmares
- Anxiety/irritability
- Abdominal pain/headaches
- Poor self-esteem
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings
- Excessive or inappropriate masturbation
- Self-harm/eating disorder
- Frequent visits to the toilet (urinary infection)
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones
- Honour based violence, disputes within the community and forced marriage

### **Multi Agency Risk Assessment Conference (MARAC)**

In Gloucestershire MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury
- Gloucester
- Forest
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.1' (Please see [www.caada.org.uk](http://www.caada.org.uk) for more information about the process and to view the Education toolkit for MARAC.)

Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Safeguarding Lead or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999, [cruenquiries@gloucestershire.pnn.police.uk](mailto:cruenquiries@gloucestershire.pnn.police.uk)

### **Multi Agency Public Protection Arrangements**

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYP/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 CYP. 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. (<https://www.gov.uk/search?q=mappa+report> )

### **Procedures and Responsibilities – Any Staff Member**

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

#### **Suspicion of Abuse** (if abuse is suspected but there has been no disclosure.)

Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about... who what when where and how”

Believe the child and reassure them that they were right to talk to you.

Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)

Report the suspicion to the Designated Person responsible for Child Protection or the Head Teacher.

The Designated Person or Headteacher will take the appropriate action

### **Disclosure**

Allow the child to talk – ask only open questions e.g. “Can you tell me more about...”  
Do not press for detail, put forward your own ideas or use words that the child has not used themselves.

Stay calm and reassuring.

Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.

Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)

Reassure the child that they were not to blame and they were right to talk to you.

Ask the child if they have told anyone else.

Keep an open mind.

Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).

Establish details of full name, D.O.B. address and names of parents/guardians.

Report to the Designated Person (Headteacher) who will contact the Social Services Department as necessary.

### **Emergency Procedures**

If the designated Person or Headteacher are not available, establish the facts and details as above and contact;

The Front Door (Glos) 01452 426565 Monday – Friday 08.00 – 17.00 or the Police on 101

1. Ask for Social Services – Children and Families.
2. Ask for the Duty Social Worker
3. Check to see if the family are already known to Social Services
4. Discuss the situation and ask for advice
5. A social worker may come to school to talk to the child.
6. Establish who will be responsible for informing the parents.
7. Social services will contact the police (Child Protection Unit) as necessary.

If action is taken, follow up the phone call with a referral form.

### **This policy should be considered alongside other related policies;**

Staff handbook

Health and Safety Policy

Whistle blowing procedures Policy

Behaviour Management Policy

Positive Handling Policy

Attendance Policy

Anti-bullying Policy

Drug Education/ misuse Policy

Sex and Relationships Policy

Safer Recruitment Policy

Allegations Management P

E-safety policy

This policy stands alongside the, Allegation Management policy and the Local Authority’s child protection guidance. Parents are informed that this policy is in place and have access to it through the school website and may request a hard copy.

### **Equality / Inclusion –**

The school recognises that it has to make special efforts to ensure that all groups prosper regardless of their sex or gender, age, sexual orientation, marital or parental status or other family circumstance, race, ethnic or national origin, colour, creed, disability, it includes those with special

educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (e.g. children in care); those who as children are caring for others; who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parent expectations; those with emotional, mental and physical well being needs; those who exhibit challenging behaviour and those who come from ethnic minority groups including travellers, refugees and asylum seekers.

**Appendix 1 Referral flow chart**

**Appendix 2 Cause of Concern Safeguarding records** (*paper copy*)

**Appendix 3 Child Protection Concerns Record**

**Appendix 4 Offer of Early Help**

More detailed guidance on safeguarding can be found at;

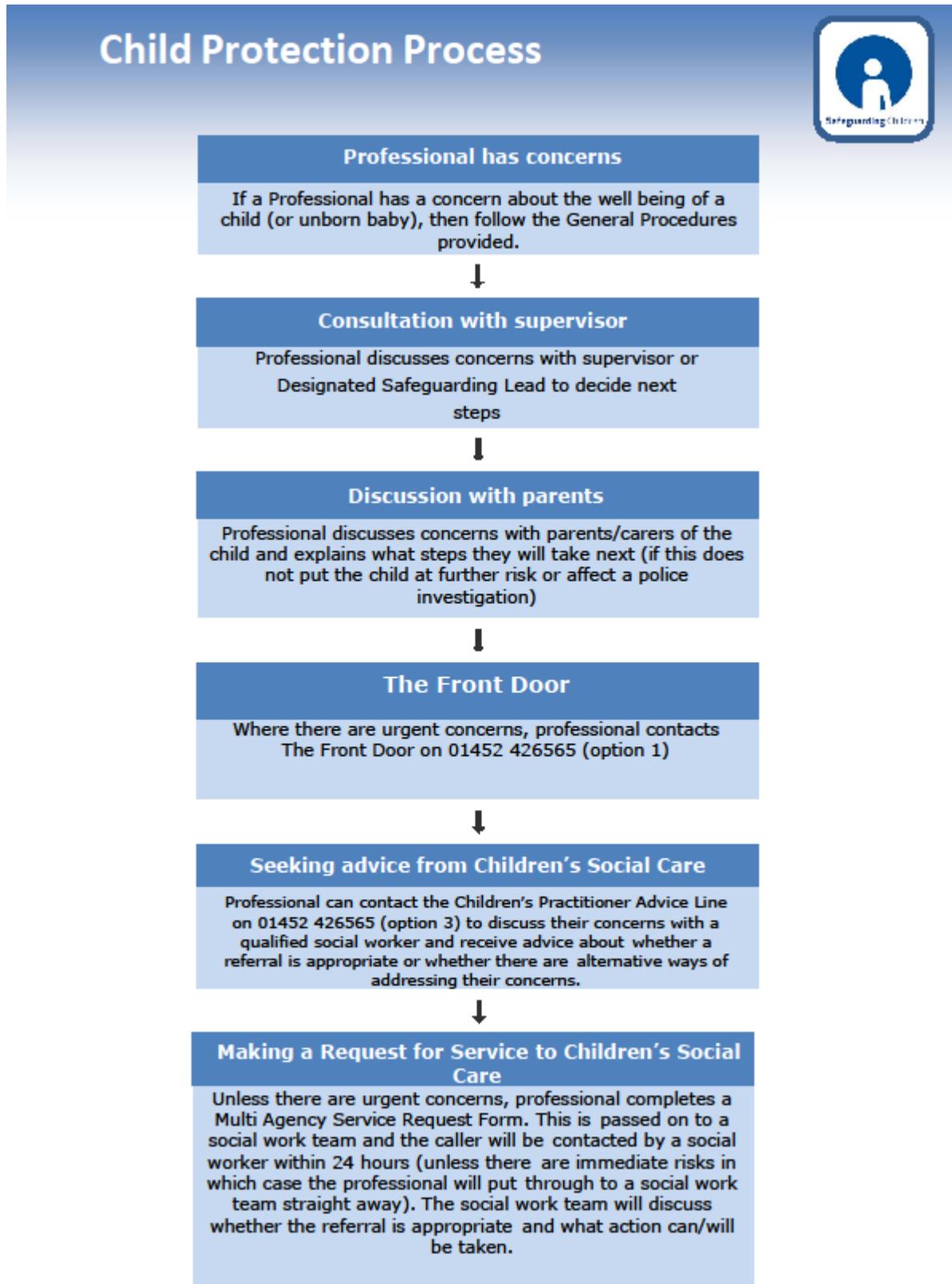
<http://www.gscb.org.uk>

**Document reviewed by the Personnel Committee**

**Name: Marilyn Henderson (Convenor)**

**Signature .....**

APPENDIX 2



January 2018

**APPENDIX 2**



**Tutshill C of E Primary School**

**Child Protection Record of Concern**

Name of pupil		Year Group		Date	
Person Recording Concern		Signed		Designated safeguarding Lead	
Record of concern					
Action taken					
Follow Up					

**Appendix 3 - Child Protection Concerns Record**

**Raising a concern**

<b>Who the concern was reported to:</b>		<b>Role of person the concern was reported to:</b>	
<b>Has the designated safeguarding lead been informed?</b>		<b>Date and time the concern was reported:</b>	
<b>Child's name:</b>			
<b>Date of birth:</b>		<b>Year group:</b>	
<b>Address of child involved:</b>			
<b>Is the child in immediate danger? (If so, contact the police immediately)</b>			
<b>The nature of the concern:</b>			
<b>Account of what happened and where:</b>			
<b>The pupil's account or perspective:</b>			
<b>Were any injuries sustained?</b>		<b>If yes, has a body plan been completed?</b>	
<b>Additional observations:</b>			

<b>Have the police been contacted and why?</b>			
<b>Staff members who are aware of the concern:</b>		<b>External agencies who have been contacted:</b>	
<b>Actions taken and by whom:</b>			
<b>Was professional advice sought?</b>		<b>If yes, who was advice sought from?</b>	
<b>Professional advice or opinion given:</b>			
<b>Has this concern been discussed with the parent/carer?</b>			
<b>Reason for/for not discussing the concern:</b>			
<b>Further action to take:</b>			

**Outcome of concern raised**

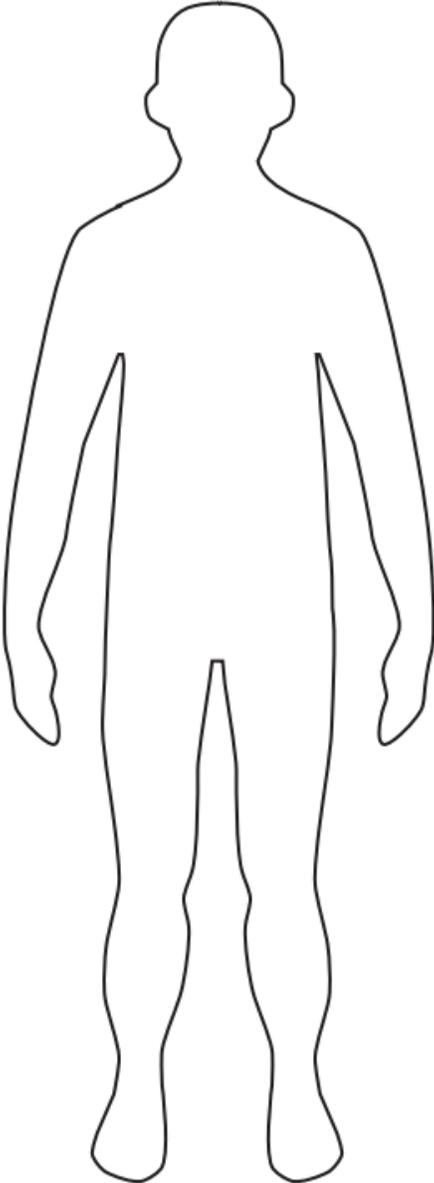
<b>Feedback to the referring staff member:</b>	
<b>Names and contact details of those with information about the outcome:</b>	

<b>Where can further information about the concern be found?</b>	
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<b>Other notes:</b>	
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**Body plan (to be completed in conjunction with the 'Raising a concern' form)**

Using the body plan below, circle areas of the body which are a cause for concern and indicate what it is that is causing this concern.



## APPENDIX 4

**TUTSHILL C OF E SCHOOL**  
**Headteacher: Miss J Lane BA (Hons)**  
**Coleford Road, Tutshill, Chepstow, NP16 7BJ**  
**Email: admin@tutshillcofe.gloucs.sch.uk**  
**Tel: (01291) 622593**

*'Love One Another, Know Ourselves, Believe and Grow'*

## Offer of Early Help

Definition: "Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years" Working Together to Safeguard Children, DfE, March 2015

Need	Support on Offer	Who in school to ask about help.
Attendance	Attendance policy, annually reviewed. Attendance monitored termly. Letters are sent to parents to inform them of child's attendance if at a level warranting concern. Attendance celebrated by the school with 100% attendance certificate. Whole school attendance reported weekly to children and parents in assembly and on the website. The colour term with the highest attendance is able to wear that colour to school as a reward the next term. First Day Contact. Home liaison. Collection for school as appropriate. Attendance plans/ parental support. Attendance reward. Breakfast Club. School nurse referral LA support Families First referral Legal Intervention.	N Williamson- Attendance Officer. Cool Club. Head Teacher.
Curriculum	PHSE E safety GHLL What does it look like? Governor link to these areas	Curriculum Development Lead- Mrs R Howells. PSHE- Mrs S Evans Headteacher- Miss J Lane Safeguarding Governor.
Nurture	Qualified nurture teachers with accreditation Boxall Profiling	Nurture Staff- Mrs S Evans

	Parental X	Mrs Prince. Headteacher- Miss J Lane
Teaching and Learning approach.	<p>The teaching staff at Tutshill C of E Primary School have developed an approach to teaching and learning that sits within the overall school vision and values to create a learning environment which fully encompasses and reflects the Christian ethos.</p> <p>We believe that the subjects that we teach through the National Curriculum should enable children to:</p> <ul style="list-style-type: none"> <li>• Express their own opinions and make sense of the physical, social and cultural world around them.</li> <li>• Understand, communicate and empathise with a wide range of peoples, within their own immediate environment and those further afield.</li> <li>• Explore the ideas of a range of people and disciplines and develop and formulate their own ideas through experimentation and investigation.</li> <li>• Have the time and opportunity to experience a sense of awe and wonder.</li> <li>• Have knowledge, understanding and skills which ultimately enable them to become independent members of society.</li> </ul>	Class teacher Nurture provision Deputy Headteacher Headteacher
E-safety	<p>E-safety is a continuing part of our school curriculum. On the school website parents and carers can find help with e-safety on the school website.</p> <p><a href="http://www.tutshillcofeschool.co.uk/website/safeguarding/306084">http://www.tutshillcofeschool.co.uk/website/safeguarding/306084</a></p> <p>As well as weekly lessons and ongoing curriculum input, the school pays attentions to internet safety week. Lots of resources are given out during this time.</p> <p>CEOPS- Thinkyouknow.</p> <p><a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></p> <p>The Headteacher has 1:1 training and meeting with PC Darren Peters to support safety implementation at Tutshill School</p>	Class Teacher Mrs Ryder- Computing Lead Mrs Fryer- Deputy Designated Safeguarding Lead Miss Lane- Designated Safeguarding Lead
Behaviour/Bullying Including peer on peer abuse	<p>At Tutshill c of E Primary School, we want to know immediately if there are any issues so we can tackle concerns. School is able to deliver lesson that are relevant to the children that need help/support.</p> <p>Whole school behaviour policy is shared with staff and pupils. The school has a clear and visual approach which is also used at lunchtimes and at school clubs.</p> <p>Universal support for all through PSHE programme and the PINK curriculum. There is a safeguarding Governor that monitors the curriculum and reports to the governing body.</p> <p>The school is able to provide bespoke support to children using a range of strategies including</p> <p>Opportunity for time out. Programmes of support within school, ( social skills, time to talk) My Plan, My Plan + Referral to AST for school based support.</p>	Class teacher. Head Teacher. SEN Coordinator, Mrs H Williams.

	<p>We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (<a href="http://www.ghll.org.uk">www.ghll.org.uk</a>) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: <a href="http://www.gscb.org">www.gscb.org</a> (Gloucestershire Safeguarding children's board)</p> <p><a href="http://www.bullying.co.uk">http://www.bullying.co.uk</a></p> <p>Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.</p>	
<p>Emotional/Mental Health</p> <p>CYPS- Children and Young peoples services.</p>	<p>My Plan, My Plan + Educational Psychology service Referral to specialist behavioural support teachers and workers, including the teens in crisis.</p> <p>Use of class based worry boxes, followed up by class teachers. Liaison with parents for referral to GP</p> <p>The school will also work with outside agencies to support and add to referral to CYPS.</p> <p>At Tutshill C of E Primary school, within our nurture provision we are able to work with children to support their emotional and mental wellbeing.</p> <p>Alongside this, the school places great focused upon growth mindest and wellbeing. This is mentioned in greater detail in the teaching and learning approach.</p>	<p>Class Teacher</p> <p>SEND coordinator, Mrs H Williams.</p> <p>DSL, DDSL.</p> <p>Head Teacher for referral to family support worker.</p>
<p>Counselling support</p>	<p>Links with our secondary school.</p> <p>We are very fortunate to have established strong links with our secondary school. We have been in the last able to offer children counselling from their counselling service. We are able to provide a comfortable room at school for children to talk with the counsellor</p>	<p>Nurture support at Tutshill</p> <p>GCC social Care</p> <p>Wyedean</p>
<p>Bereavement</p>	<p>There may be times in a child's primary school life, that they experience bereavement. Staff at the school receives training updates in hoe to support families at such times.</p> <p>The school has access to Winston's and support material that they can offer.</p> <p>If needed, Tutshill C of E Primary school are able to offer space for counsellors to come to the school to work with children or families.</p>	<p>Headteacher- Miss J Lane</p> <p>Winstons Wish</p>
<p>Universal Support for al pupils and families</p>	<p>Gloucestershire Family Information Service (FIS) is a great place to find impartial advice on childcare, finances, parenting and education. The service does not just provide support/advice for parents but also professionals. The service supports people aged 0-19 (25 for people with additional needs).</p> <p>Contact the FIS by emailing: <a href="mailto:familyinfo@gloucestershire.gov.uk">familyinfo@gloucestershire.gov.uk</a></p> <p>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. <a href="http://www.glosfamilies.org">www.glosfamilies.org</a> For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability 'Local Offer' website: <a href="http://www.glosfamilies.org.uk/localoffer">www.glosfamilies.org.uk/localoffer</a></p>	<p>Direction by</p> <p>Headteacher</p> <p>Deputy Headteacher</p> <p>SENCO</p>

	<p>All staff are able to support families if they need advice. If the member of staff is unaware they will always be able to signpost to the correct place or agency. The School Office is open from 8.30am-4.00pm. If you would like to speak to your class teacher or the Headteacher, please contact the office via telephone or email to make an appointment.</p> <p>Telephone: 01291 622593 option 3 Email: <a href="mailto:office@tutshillcofe.gloucs.sch.uk">office@tutshillcofe.gloucs.sch.uk</a></p>	
Home school support	All of our Early Help is offered in partnership with parents and carers.	Headteacher Deputy Headteacher SENCO Class teachers
Gloucestershire Safeguarding Children's Board GSCB	<a href="http://www.gscb.org.uk">http://www.gscb.org.uk</a> Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.	Headteacher/Designated Safeguarding Lead Miss J Lane
Family Issues	<p>There may be times when parents or children have a question that you just don't know the answer to. Please contact the School Office who will pass your query, where possible, to the necessary person. <a href="mailto:off@tutshillcofe.gloucs.sch.uk">off@tutshillcofe.gloucs.sch.uk</a></p> <p>Support for procedures and routines, as appropriate, i.e. secondary school application, appointments, form filling. Should the school not be able to help, please contact Gloucestershire County Council Admissions. Referral to external support, Families First through the Early Help Hub.</p>	Class Teacher Head Teacher. DSL DDSL SEN Coordinator
Children and young people with need and their families.	<p>Within Gloucestershire <b>Early Help Partnership</b> (co-ordinated by Families First Plus) provide multi-agency support for children and families. A telephone call to discuss a possible referral is helpful before making written referral. Parents must consent to a referral. School actively refer to when appropriate. Referrals go to the <b>Early Help Partnership</b> (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this <b>Early Help Partnership</b>. The referral meeting is a multi-agency discussion to decide the best way forward:</p> <p><b>Early Help Partnership/Families First Plus:</b> Gloucester: <a href="mailto:gloucesterearlyhelp@gloucestershire.gov.uk">gloucesterearlyhelp@gloucestershire.gov.uk</a> Tel:01452 328076 Stroud: <a href="mailto:stroudearlyhelp@gloucestershire.gov.uk">stroudearlyhelp@gloucestershire.gov.uk</a> Tel: 01452 328130 Tewkesbury: <a href="mailto:tewkesburyearlyhelp@gloucestershire.gov.uk">tewkesburyearlyhelp@gloucestershire.gov.uk</a> Tel: 01452 328 250 Cotswold: <a href="mailto:cotswoldearlyhelp@gloucestershire.gov.uk">cotswoldearlyhelp@gloucestershire.gov.uk</a> Tel: 01452 328101; FOD: <a href="mailto:forestofdeaneearlyhelp@gloucestershire.gov.uk">forestofdeaneearlyhelp@gloucestershire.gov.uk</a> Tel: 01452 328048 Cheltenham: <a href="mailto:cheltenhamearlyhelp@gloucestershire.gov.uk">cheltenhamearlyhelp@gloucestershire.gov.uk</a> Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family</p>	Please see last column

	<p>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. <b>Support provided includes:</b></p> <ul style="list-style-type: none"> <li>• Support for school and community based lead professionals working with children and families;</li> <li>• Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community;</li> <li>• Work in partnership to support children with special educational needs in school;</li> <li>• Advice and guidance from a social work perspective on a 'discussion in principle basis';</li> <li>• Signpost children with disabilities and their families to access activities and meet specific needs;</li> <li>• Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</li> </ul>	
Health Needs	Assistance with finding support for attending medical appointments, as appropriate. Referrals to specialist support, liaison with school nurse, EHCP support if appropriate.	Class Teacher Head Teacher
Drug concerns	<p><a href="http://www.infobuzz.co.uk/">www.infobuzz.co.uk/</a>          Buzz provides individual targeted support around drugs &amp; emotional health issues, development of personal &amp; social skills, and information &amp; support around substance misuse. Drugs education is covered in the school curriculum. The Life Education Bus visits annually as part of this provision (PSHE/SMSC) curriculum as a preventative measure. This happens at the start of each year in the Autumn Term.</p>	
Learning support	My Plan, My Plan + AST referral	Class Teacher SEN coordinator
Other Specific Issues- including honour based violence, faith abuse, forced marriage, female genital mutilation, child sexual exploitation, domestic abuse Gang and Youth Violence, radicalisation, sexting, Trafficking	<p>Training so that staff can identify children at risk          PSHE curriculum provision          Encouraging the building of trusting relationships.          Nurture curriculum and nurture room.          Space for external agencies to work with children within school, i.e. play therapy          Parental support, referral to external agencies e.g. Families First, police GDASS LA Early help</p>	Class Teacher
Private Fostering	<p><a href="http://www.gloucestershire.gov.uk/privatefostering">http://www.gloucestershire.gov.uk/privatefostering</a>          Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children &amp; Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. A private fostering arrangement is</p>	Staff at Tutshill School work very closely within the community. They will often speak directly to the family if they have

	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).	any concerns.  Should anyone want to bring anything to the schools attentions, please speak directly to the Headteacher.
Child Sexual Exploitation	<p>CSE screening tool (can be located on the GSCB website: <a href="http://www.gscb.org.uk/article/113294/Gloucestershire-proceduresand-protocols">www.gscb.org.uk/article/113294/Gloucestershire-proceduresand-protocols</a> ) 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 <a href="http://www.gscb.org">www.gscb.org</a></p> <p>Referrals should be made to Gloucestershire social care and the Gloucestershire Police</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) DS Nigel Hatten PC Christina Pfister (Missing persons Coordinator) 01242 276846 All referrals to go to the Central Referral Unit 01242 247999</p> <p>Further information: National Working Group (Network tackling Child Sexual Exploitation) <a href="http://www.nationalworkinggroup.org">www.nationalworkinggroup.org</a> and PACE UK (Parents Against Child Sexual Exploitation) <a href="http://www.paceuk.info">www.paceuk.info</a></p> <p>All staff are aware of what this is and where to sign post children or parents/carers.</p>	Headteacher/ Designated Safeguarding Lead Class teachers Support Staff
<b>Domestic Abuse</b>	<p>What is domestic abuse? Domestic abuse is defined by the Home Office as 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Psychological abuse</li> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Financial abuse</li> <li>• Emotional abuse</li> </ul> <p>Domestic abuse includes so-called 'Honour'-based violence, forced marriage, and female genital mutilation.</p> <p>Call the police (999 in an emergency or 101 for a non-emergency situation).</p> <p>Contact GDASS on 0845 602 9035 for practical local support.</p> <ul style="list-style-type: none"> <li>• GDASS can help you and your children stay safe in your own home.</li> <li>• GDASS can help you access specialist legal advice.</li> <li>• GDASS can help you with other agencies (e.g. Benefits and Housing).</li> <li>• If you cannot stay at home, GDASS can help you find a</li> </ul>	Please see last column

	<p>Place of Safety.</p> <ul style="list-style-type: none"> <li>GDASS can help you and your children move on.</li> </ul> <p>Contact a help line:  National Domestic Violence Helpline (0808 2000 247).  National Centre for Domestic Abuse (0844 8044 999).  Men's Advice Line (0808 801 0327).  CARP: 0845 602 9035 (providing advice for victims of domestic violence)</p>	
Fabricated and induced	<p>There are four main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:</p> <ul style="list-style-type: none"> <li>fabrication of signs and symptoms. This may include fabrication of past medical history;</li> <li>fabrication of signs and symptoms and falsification of hospital charts and records, and</li> <li>specimens of bodily fluids. This may also include falsification of letters and documents;</li> <li>induction of illness by a variety of means.</li> </ul> <p><a href="http://www.nhs.uk/Conditions/Fabricated-or-induced-illness">http://www.nhs.uk/Conditions/Fabricated-or-induced-illness</a> 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>	Headteacher Miss J Lane Deputy Headteacher- Mrs N Fryer School Nurse
Preventing radicalisation and Extremism (PREVENT DUTY)	<p>Gloucestershire Safeguarding Children's Board- <a href="http://www.gscb.org">www.gscb.org</a></p> <p>There is a new GSCB PREVENT referral pathway <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a> is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism.</p> <p>ALL staff at Tutshill C of E Primary School have completed PREVENT training. They have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (online training).</p> <ul style="list-style-type: none"> <li>Key contacts: PC Adam Large, Gloucestershire</li> <li>Constabulary PREVENT officer: tel 101</li> <li>Anti-Terrorist Hotline: tel 0800 789 321</li> </ul> <p>The 'Advice on the Prevent duty' written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>	Please see Headteacher as Designated Safeguarding Lead or Deputy Headteacher as Deputy Designated Lead
Sexting	<p><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting">http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting</a> (NSPCC website). Gloucestershire Police have a small sexual exploitation team. Contact Sgt. Nigel Hatton.</p> <p>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.</p>	Class teacher Headteacher

School Nurse Team	The School team can help you with a variety of issues and from time to time they run drop in sessions <a href="http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&amp;p=0">http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&amp;p=0</a>
PSEA (Independent Parental Special Education Advice)	A national charity providing free legal based advice to families/carers who have children with special educational needs. All advice is given by trained volunteers. Phone: 0800 0184016
<b>Glofamilies Directory</b>	This online directory can help families/carers to find a lot more information about the wide range services they may need. From parenting and special needs advice to health and money worries. Web: <a href="http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/home.page">http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/home.page</a> Alternatively, you can call the Family Information Service: 0800 542 0202
<b>SENDIASS Gloucestershire</b>	Gloucestershire's parent/carer support group provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. Web: <a href="http://sendiassglos.org.uk/">http://sendiassglos.org.uk/</a> Phone (free from a landline): 0800 158 3603 Phone (from a mobile): 01452 389345