Tutshill Church of England School

**Child Safeguarding Policy (HR Policy)**

*‘Love One Another, Know Ourselves, Believe and Grow’*

## Date: Autumn 2021 Review Date: Autumn 2022

## 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 (DDSL) – Mrs N Fryer, Deputy Headteacher**

**Safeguarding Governor – Dr Marion Evans**

**Keeping Children Safe in Education 2019, Working Together to Safeguard Children 2018 and Safer Working Practice 2019 - ALL STAFF are required to read these documents and sign a declaration to state that they have done so and understood the documents.**

**Gloucestershire County Council**

The Front Door: 01452 614194

Out of hours emergency duty team: 01452 614194

Local Authority Designated Officer for Allegations: 01452 426994 / 01452 425017

Allegations Management: 01452 426320

Support Unit: 01452 583629

1)

**Monmouthshire County Council**

Duty Social Worker: 01291 635669

South East Wales Emergency Duty Team: 0800 3284432

Monmouthshire Safeguarding and Quality Assurance Unit Manager: 01633 644598

Designated officer for Safeguarding and Education: 07917 707343

**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 (2018) ‘Keeping children safe in education’
* DfE (2018) Working Together to Safeguard Children
* 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’
* DfE (2014) Behaviour and Discipline in Schools: Guidance for Headteacher and Staff. DfE (2018) Sexual Violence and Sexual Harassment between in school and colleges

**Objective**

Tutshill C of E Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

* Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
* Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
* Identifying and making provision for any pupil that has been subject to abuse.
* Ensuring that members of the Governing Board, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
* Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

**Implementation**

Our policy applies to all staff, governors and volunteers working in Tutshill C of E Primary 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. Tutshill C of E Primary 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.
* Ensure high quality training is given to all staff
* 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 Executive and take account of guidance issued by the Department for Education to:

* Ensure we have a DSL and DDSL, for child protection/safeguarding, who has received appropriate training and support for this role.
* Ensure we have a nominated governor responsible for Safeguarding.
* Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL 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. 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 and separate from the main pupil file and in locked locations to maintain confidentiality
* Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safer recruitment practices are always followed.

# Definitions

## The terms “children” and “child” refer to anyone under the age of 18.

## For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

* Protecting pupils from maltreatment.
* Preventing the impairment of pupils’ mental and physical health or development.
* Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all pupils to have the best outcomes.

## For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:

* Using sexually explicit words and phrases
* Inappropriate touching
* Sexual violence or threats
* Full penetrative sex with other children or adults

## In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

## For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

## For the purposes of this policy, “upskirting” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

## The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

## For the purpose of this policy, “peer-on-peer” abuse is defined as abuse between children. This can include, but is not limited to the following:

* Abuse within intimate partner relationships
* Bullying (including cyberbullying)
* Sexual violence and sexual harassment
* Physical abuse and physical harm
* Sexting
* Initiation/hazing-type violence and rituals

**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 Disclosure and Barring Service, 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.
* Have a working knowledge of how Local Authority (LA) conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required doing so.
* Ensure each member of staff has access to and understands, the school’s Child Safeguarding Policy and procedures –Be alert to the specific requirements of children in need, including those with Special Educational Need (SEN) 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 Safeguarding Policy is reviewed annually and the procedures are updated regularly.
* Ensure the school’s Child 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 Children’s Safeguarding Executive 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 telephone or Skype.*

**Deputy Designated Safeguarding Lead Teacher, DDSL**

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

If both the DSL and DDSL are unavailable, there will always be a trained member of Senior Leadership Team available.

## The governing body 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’.
* Confirm that the school’s safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
* Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school’s policies and procedures.
* Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
* Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
* 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 another 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 SLT to the role of DSL as an explicit part of the role-holder’s job description.
* Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
* Ensure all relevant persons are aware of the school’s local safeguarding arrangements, including the governing board itself, the SLT and DSL.
* Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
* Adhere to statutory responsibilities by conducting pre-employment checks on 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 LGBTQ+.
* Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
* 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 and the Teaching Regulation Agency (TRA), where appropriate, 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 pupils’ 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 to eliminate unlawful discrimination, harassment and victimisation, including those 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 ensure all staff understand the procedure and their role in it.
* 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 (VSH) 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 risk of their disappearance in future.
* Ensure that all members of the governing board have been subject to an enhanced DBS check.
* Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

**Designated Safeguarding Governor**:

* Oversee procedures and take action according to Local Authority procedures. This includes where there are allegations against the HhHeadteacher.
* 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.

**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.

At induction provide new staff with:

* Child Safeguarding Policy
* The Behaviour and Discipline Policy
* The Staff Behaviour Policy- Safer working Practice
* The Safeguarding response to children who go missing from Education, CME
* The role of the DSL and who they are

**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.
* Ensure Tutshill C of E Primary School procedures are in place and act in accordance with 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 safer recruitment.

It is the policy of Tutshill C of E Primary School that at least one member of the governing body is trained in safer recruitment procedures. Additionally, there will always be a staff member on an interview panel who holds this accreditation.

**Whistle Blowing**

Tutshill C of E Primary School has adopted the Gloucestershire County Council 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. Tutshill C of E Primary School will endeavour to support the pupil through:

**The content of the curriculum**

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

Tutshill C of E Primary School ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

The Behaviour and Discipline Policy takes into consideration all pupils including those needing additional support or those with SEN.  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. Tutshill C of E Primary School is aware that children with SEN may need additional pastoral support within class.

**Inter- agency work**

Liaison with other agencies that support the pupil such as social services, Child and Young People’s Service, Education Welfare service and Educational Psychology Service.

Ensuring that when a pupil with a Child Protection Plan leaves Tutshill C of E Primary School, 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) 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. The school will conduct an assessment of need to refer to Early Help. The provision of Early Help can take many forms including from the School.

Staff receive training and are aware of what is in the Schools Offer of Early Help and how to access it.

**Communication**

The newsletter, sent to all stakeholders, draws attention to the Safeguarding Policy and where it can be found.

School website contains information in regards to safeguarding and suggested contacts.

Parents have a hard copy of safeguarding information when starting at Tutshill C of E School.

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. The governor for Safeguarding (Child Protection) or the Chair of Governors may be required to act should an allegation be made against the Headteacher.

There are there areas that determine Allegations Management for school staff

behaved in a way that has harmed a child, or may have harmed a child;

possibly committed a criminal offence against or related to a child;

behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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**).

**Training**

The DSL, DDSL and the Safeguarding Governor will attend multi-agency training relevant to their role. All members of school staff, volunteers and governors will undertake basic child protection training every three years. Throughout the year staff are constantly updated on safeguarding/child protection approaches and concerns. All staff and governors receive training in relation to PREVENT DUTY

**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 or fabrication 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, CSE, 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.

* 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
* peer on peer
* Child on Child Sexual Violence and Sexual Harassment
* County Line
* parents in prison

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.

**Bulling 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](https://en.wikipedia.org/wiki/Bullying) or [harassment](https://en.wikipedia.org/wiki/Harassment) using electronic means. It has become increasingly common, especially among teenagers. Harmful bullying behavior can include posting rumors, [threats](https://en.wikipedia.org/wiki/Threats), sexual remarks, a [victims' personal information](https://en.wikipedia.org/wiki/Doxing), or pejorative labels e.g.[hate speech](https://en.wikipedia.org/wiki/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](https://en.wikipedia.org/wiki/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 stay 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.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, 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 Tutshill C of E Primary 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, HBV, 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. Where a culture is heavily patriarchal HBV may exist.

Additionally, faith abuse can 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.

**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

## Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

**If there’s immediate danger** [Contact the police](https://www.gov.uk/contact-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 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, 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 disproportionally 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](https://www.nspcc.org.uk/preventing-abuse/child-protection-system/parental-mental-health/#pageref34353)).

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](https://www.nspcc.org.uk/preventing-abuse/child-protection-system/parental-mental-health/#pageref1727))

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 day s 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 ‘Children in Care, CIC and 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 will undertake 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.

It is important for the members of Tutshill C of E School 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 Tutshill C of E Primary 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 Tutshill C of E Primary 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](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/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.

**Child on Child Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support

**Sexual violence**

It is important that the staff at Tutshill C of E Primary School and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this policy, Tutshill C of E Primary School has adopted the DfEs definition, when referring to sexual violence; we are referring to sexual offences under the Sexual Offences Act 200313 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

• a child under the age of 13 can never consent to any sexual activity;

• the age of consent is 16;

• sexual intercourse without consent is rape.

**Sexual harassment**

For the purpose of this policy, Tutshill C of E Primary School has adopted the DfEs definition, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (Tutshill C of E School will consider when this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

* non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
* sexualised online bullying;
* unwanted sexual comments and messages, including, on social media; and
* sexual exploitation; coercion and threats.

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.

County lines

For the purpose of this policy, “**County lines**” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

* Persistently going missing or being found out of their usual area
* Unexplained acquisition of money, clothes or mobile phones
* Excessive receipt of texts or phone calls
* Relationships with controlling or older individuals or groups

Leaving home without explanation

* Evidence of physical injury or assault that cannot be explained
* Carrying weapons
* Sudden decline in school results
* Becoming isolated from peers or social networks
* Self-harm or significant changes in mental state

Parental reports of concern

**Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘[Are you a young person with a family member in prison](https://www.nicco.org.uk/directory-of-resources)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

**Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Primary School pupilswill also be provided with the booklet ‘[Going to Court](https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds)’ from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

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.

**Online safety**

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

* Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
* The procedure to follow when they have a concern regarding a pupil’s online activity
* The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school’s Acceptable user policy (E-Safety Policy)
* The use of mobile phones by staff and pupils is closely monitored by the school,
* The school will ensure that the use of filtering and monitoring systems does not cause “over blocking” which lead to unreasonable restrictions as to what pupils may can be taught regarding online teaching.
* Further information regarding the school’s approach to online safety can be found in the E-Safety Policy
* Where pupils need to learn online from home, the school will support them to do so safely in line with the Remote Learning Policy and government [guidance](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19).

**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.’ (Please see 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

For any more information on this process please contact - Strategic County Domestic Abuse and Sexual Violence Co-ordinator- telephone 01242 247933

**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 within 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**

Staff must never assume someone else will take care of the situation. Any concerns MUST be passed to the DSL/ DDSL. Safeguarding is everybody’s responsibility

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

If you suspect abuse may have taken place but no disclosure made, the following strategies are to be employed

* 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 DSL 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

Ask for Social Services – Children and Families.

Ask for the Duty Social Worker

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

Discuss the situation and ask for advice

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

Establish who will be responsible for informing the parents.

Social services will contact the police (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;**

Health and Safety Policy

Whistle Blowing Policy

Behaviour and Discipline Policy

Positive Handling Policy

Attendance Policy

Anti-bullying Policy

Complaints Policy

Confidentiality Policy

Drug Education/ misuse Policy

RSE Policy

Safe Recruitment Policy

SEND Policy

Staff Code of Conduct Policy

Allegations Management Policy

E-Safety Policy (Acceptable Usage)

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 wellbeing 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 -** [The Role of the LADO & The Allegations Management process - Gloucestershire Safeguarding Children Partnership (gscb.org.uk)](https://www.gscb.org.uk/lado-allegations/)

**Appendix 2 Cause of Concern Safeguarding records**

**Appendix 3 Child Protection Concerns Record**

**Appendix 4 Offer of Early Help**

**Appendix 5 Response to COVID-19**

**More detailed guidance on safeguarding can be found at;** [**http://www.gscb.org.uk**](http://www.gscb.org.uk)

**Document reviewed by the HR Committee**

**Name: ……………………………………. (Convenor)**

**Signature: ………………………………..**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Who the concern was reported to:** |  | **Role of person the concern was reported to:** |  |
| **Has the designated safeguarding lead been informed?** |  | **Date and time the concern was reported:** |  |
| **Child’s name:** |  |
| **Date of birth:** |  | **Year group:** |  |
| **Address of child involved:** |  |
| **Is the child in immediate danger? (If so, contact the police immediately)** |  |
| **The nature of the concern:** |  |
| **Account of what happened and where:** |  |
| **The pupil’s account or perspective:** |  |
| **Were any injuries sustained?** |  | **If yes, has a body plan been completed?** |  |
| **Additional observations:** |  |
| **Have the police been contacted and why?** |  |
| **Staff members who are aware of the concern:** |  | **External agencies who have been contacted:** |  |
| **Actions taken and by whom:** |  |
| **Was professional advice sought?** |  | **If yes, who was advice sought from?** |  |
| **Professional advice or opinion given:** |  |
| **Has this concern been discussed with the parent/carer?** |  |
| **Reason for/for not discussing the concern:** |  |
| **Further action to take:** |  |

**Outcome of concern raised**

|  |  |
| --- | --- |
| **Feedback to the referring staff member:** |  |
| **Names and contact details of those with information about the outcome:** |  |
| **Where can further information about the concern be found?** |  |

|  |  |
| --- | --- |
| **Other notes:** |  |

**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- OFFER OF EARLY HELP

**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, 2018

|  |  |  |
| --- | --- | --- |
| Need  | Support on Offer | Who in school to ask about help. |
| Attendance | Attendance policy, annually reviewed.Attendance monitored termly, three times per year. 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 tem 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 supportFamilies First referral Legal Intervention.  | Attendance Officer.Cool Club. Head Teacher. |
| Curriculum | PHSEE safetyGHLLWhat does it look like?Governor link to these areas | Curriculum Development Leader PSHE Coordinator- Headteacher- Safeguarding Governor.  |
| Nurture | Qualified nurture teachers with accreditationBoxall ProfilingParental XEmotional Literacy Teaching Assistant | Nurture Staff- Headteacher |
| Teaching and Learning approach. | 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.We believe that the subjects that we teach through the National Curriculum should enable children to:* Express their own opinions and make sense of the physical, social and cultural world around them.
* Understand, communicate and empathise with a wide range of peoples, within their own immediate environment and those further afield.
* Explore the ideas of a range of people and disciplines and develop and formulate their own ideas through experimentation and investigation.
* Have the time and opportunity to experience a sense of awe and wonder.
* Have knowledge, understanding and skills which ultimately enable them to become independent members of society.
 | Class teacherNurture provisionDeputy HeadteacherHeadteacher  |
| E-saftey | 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.<http://www.tutshillcofeschool.co.uk/website/safeguarding/306084>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.CEOPS- Thinkyouknow. <https://www.thinkuknow.co.uk/>The Headteacher has 1:1 training and meeting with PC Darren Peters to support safety implementation at Tutshill School | Class TeacherComputing LeadDeputy Designated Safeguarding LeadDesignated Safeguarding Lead |
| Behaviour/BullyingIncluding peer on peer abuse | 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.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. 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.The school is able to provide bespoke support to children using a range of strategies including Opportunity for time out. Programmes of support within school, (social skills, Time to Talk) My Plan, My Plan + Referral to Advisory Teaching Service for school based support.We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.ghll.org.uk) 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: <https://www.gscb.org.uk/>(Gloucestershire Safeguarding Children’s Executive) <http://www.bullying.co.uk>Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. | Class teacher.Head TeacherSENDCO |
| Emotional/Mental HealthCYPS- Children and Young people’s services. | My Plan, My Plan +Educational Psychology Service Referral to specialist behavioural support teachers and workers, including teens in crisis.Use of class based worry boxes, followed up by class teachers.Liaison with parents for referral to GP The school will also work with outside agencies to support and add to referral to CYPS.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. Alongside this, the school places great focused upon growth minds and wellbeing. This is mentioned in greater detail in the teaching and learning approach. | Class TeacherSEND coordinatorDSLDDSL.Head Teacher for referral to family support worker. |
| Counselling support | Links with our secondary school.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 | Nurture support at TutshillGCC social CareWyedean School |
| Bereavement | 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.The school has access to Winston’s and support material that they can offer.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. | Class teacherHeadteacher- |
| Universal Support for al pupils and families | 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).Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk Or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glosfamilies.org For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability ‘Local Offer’ website: [www.glosfamilies.org.uk/localoffer](http://www.glosfamilies.org.uk/localoffer)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.Telephone: 01291 622593 option 3Email: office@tutshillcofe.gloucs.sch.uk | HeadteacherDeputy HeadteacherSENDCO |
| Home school support | All of our Early Help is offered in partnership with parents and carers.  | Headteacher Deputy HeadteacherSENDCOClass teacher |
| Gloucestershire Safeguarding Children’s Executive GSCE | http://www.gscb.org.uk Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. | Headteacher DSLDDSL |
| Family Issues  | 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.office@tutshillcofe.gloucs.sch.uk 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. | Class TeacherHead Teacher.DSL DDSLSENDCO |
| Children and young people with need and their families. | Within Gloucestershire Early Help Partnership (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 Early Help Partnership (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this Early Help Partnership. The referral meeting is a multi-agency discussion to decide the best way forward:Early Help Partnership/Families First Plus: Gloucester: gloucesterearlyhelp@gloucestershire.gov.ukTel:01452 328076Stroud: stroudearlyhelp@gloucestershire.gov.uk Tel: 01452 328130 Tewkesbury: tewkesburyearlyhelp@gloucestershire.gov.ukTel: 01452 328 250 Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101; FOD: forestofdeanearlyhelp@gloucestershire.gov.ukTel: 01452 328048 Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.ukTel: 01452 328161. These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families. Support provided includes:* Support for school and community based lead professionals working with children and families;
* Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community;
* Work in partnership to support children with special educational needs in school;
* Advice and guidance from a social work perspective on a 'discussion in principle basis';
* Signpost children with disabilities and their families to access activities and meet specific needs;
* Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.
 | Please see last column |
| 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 | [www.infobuzz.co.uk/](http://www.infobuzz.co.uk/)Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & 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. |  |
| Learning support  | My Plan, My Plan +AST referral  | Class TeacherSEN 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 | Training so that staff can identify children at riskPSHE curriculum provisionEncouraging the building of trusting relationships.Nurture curriculum and nurture room. Space for external agencies to work with children within school, i.e. play therapyParental support, referral to external agencies e.g. Families First, police GDASS LA Early help | Class Teacher |
| Private Fostering | http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents). | Staff at Tutshill School work very closely within the community. They will often speak directly to the family if they have any concerns.Should anyone want to bring anything to the school’s attentions, please speak directly to the Headteacher.  |
| Child Sexual Exploitation | CSE screening tool (can be located on the GSCB website: [www.gscb.org.uk/article/113294/Gloucestershire-proceduresand-protocols](http://www.gscb.org.uk/article/113294/Gloucestershire-proceduresand-protocols) ) This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at [www.gscb.org](http://www.gscb.org)Referrals should be made to Gloucestershire social care and the Gloucestershire PoliceGloucestershire 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 247999Further information: National Working Group (Network tackling Child Sexual Exploitation) [www.nationalworkinggroup.org](http://www.nationalworkinggroup.org)and PACE UK (Parents Against Child Sexual Exploitation) [www.paceuk.info](http://www.paceuk.info)All staff are aware of what this is and where to sign post children or parents/carers.  | HeadteacheDSLDDSLClass teachersSupport Staff |
| Domestic Abuse | 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:* Psychological abuse
* Physical abuse
* Sexual abuse
* Financial abuse
* Emotional abuse

Domestic abuse includes so-called ‘Honour’-based violence, forced marriage, and female genital mutilation.Call the police (999 in an emergency or 101 for a non-emergency situation).Contact GDASS on 0845 602 9035 for practical local support.* GDASS can help you and your children stay safe in your own home.
* GDASS can help you access specialist legal advice.
* GDASS can help you with other agencies (e.g. Benefits and Housing).
* If you cannot stay at home, GDASS can help you find a Place of Safety.
* GDASS can help you and your children move on.

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) | Please see last column |
| Fabricated and induced | 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.<http://www.nhs.uk/Conditions/Fabricated-or-induced-illness>For information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy | Headteacher Miss J LaneDeputy Headteacher- Mrs N FryerSchool Nurse  |
| Preventing radicalisation and Extremism (PREVENT DUTY) | Gloucestershire Safeguarding Children’s Board- [www.gscb.org](http://www.gscb.org)There is a new GSCB PREVENT referral pathway [www.educateagainsthate.com](http://www.educateagainsthate.com) is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism.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 theChannel panels. (Online training).* Key contacts: PC Adam Large, Gloucestershire
* Constabulary PREVENT officer: tel 101
* Anti-Terrorist Hotline: tel 0800 789 321

The ‘Advice on the Prevent duty’ written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk | HeadteacherDSLDDSLGovernors |
| Sexting | <http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting>(NSPCC website). Gloucestershire Police have a small sexual exploitation team. Contact Sgt. Nigel Hatton.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. | Class teacherHeadteacher  |

|  |  |
| --- | --- |
| School Nurse Team | The School team can help you with a variety of issues and from time to time they run drop in sessions<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&p=0> |
| 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 |
| Glosfamilies Directory | 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: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>Alternatively, you can call the Family Information Service: 0800 542 0202 |
| SENDIASS Gloucestershire | 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: <http://sendiassglos.org.uk/>Phone (free from a landline): 0800 158 3603Phone (from a mobile): 01452 389345 |

**Annex to Child Protection Policy** (Appendix 5)

**COVID-19 changes to our Child Protection Policy**

March 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school’s Child Safeguarding Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

**Reporting arrangements**

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead, DSL, is: Miss Jennifer Lane, 01291 622593, Head@tutshillcofe.gloucs.sch.uk

The Deputy DSL is: Mrs N Fryer, 01291 622593,

NFryer@tutshillcofe.gloucs.sch.uk

The school’s approach ensures the DSL or a deputy is always contactable while the school is open. All staff will be re-issued with contact details for DSL’s during school closure and should report any concerns via telephone call to notify and an emailed form in line with the current policy. DSL and DDSL will instantly be aware of the incident and will have all information needed to make decision on next steps. A member of SLT will be on site at all times while school closures are in operation.

Staff will continue to follow the Child Safeguarding procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children’s services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: 01452 426565 or by email childrenshelpdesk@gloucestershire.gov.uk

Further details can be found at Gloucestershire Safeguarding Children Executive

Should a child in the school’s view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here: Gloucestershire Safeguarding Children Executive

**Identifying vulnerability**

Schools relationships with the community mean we have identified children who may be classed as ‘vulnerable’

We have put in place specific arrangements in respect of the following groups:

• Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact

• Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact

• Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).

• Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENCO.

• Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed

* Other children the school considers vulnerable.

More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

In addition, the following groups have specific arrangements around contact and support from the school.

• Children of critical workers who may attend school if no safe alternative arrangements can be made.

• Children at home – online learning tasks are set daily for all children with the expectation that children respond. (Submission from children is monitored and families contacted if there is no response from them.)

The plans in respect of each child in these groups will be reviewed regularly.

**Holiday arrangements**

School will be open over Easter, with the exception of the Bank Holidays. Emergency details of Social Care, Early Help Offer and local charities will be published on the website

**Attendance**

The school is following the attendance guidance issued by government. Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

These arrangements will only be in place for children who have enrolled and are eligible for Emergency Childcare. For all other children school is closed.

**Staff will be aware of increased risk**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress see government guidance.

Operation Encompass will continue as normal with notifications being sent to the school’s email address (encompass@tutshillcofe.gloucs.sch.uk). For further information, please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

**Risk online**

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

• The school continues to ensure appropriate filters and monitors are in place

• Our governing body will review arrangements to ensure they remain appropriate

• The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.

• Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school’s code of conduct and importance of using school systems to communicate with children and their families.

• Children and young people accessing remote learning receive guidance

Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school’s approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links: <https://www.tutshillcofeschool.co.uk/website/remote_learning_links/457784>

• Internet matters - for support for parents and carers to keep their children safe online

• South West Grid for Learning - for support for parents and carers to keep their children safe online

• Net-aware - for support for parents and careers from the NSPCC

• Parent info - for support for parents and carers to keep their children safe online

• Thinkuknow - for advice from the National Crime Agency to stay safe online

• UK Safer Internet Centre - advice for parents and carers

• Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

**Allegations or concerns about staff**

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that ‘it could happen here’ and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at

The role of the LADO and the allegations management process - Safeguarding Children in Gloucestershire

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address

Misconduct.Teacher@education.gov.uk .

**New staff or volunteers**

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

• The member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,

• They have read Part I and Annex A of Keeping Children Safe in Education, and

• Where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart on Page 40 of KCSiE 2019) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

• Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.

• The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.

• When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.

• The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors and is available on the school website at <https://www.tutshillcofeschool.co.uk/website/home/200045>