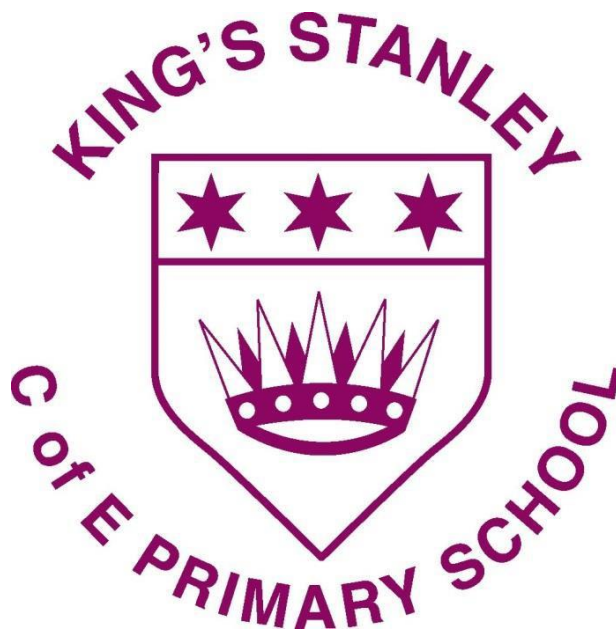


King's Stanley Church of England Primary School
Child Protection and Safeguarding Children Policy and Procedures

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



This policy will be reviewed in full by the Governors on an annual basis (or sooner if new updates or requirements are issued by the DfE).

Policy reviewed and ratified by the Governors September 2018.

Next review due September 2019.

Policy Lead: Derk van den Broek DSL Head Teacher

Safeguarding Statement

At King's Stanley School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at the school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Aims of this policy

- To ensure that children are effectively safeguarded from the potential risk of harm at King's Stanley Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, governors, pupils, parents and volunteers feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

Purpose of this policy

- To ensure that all members of the school community are aware of their responsibilities in relation to safeguarding and child protection and not to assume that others are taking action, but to record, seek advice and, where appropriate, take action themselves.
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection

1. Principles

- 1.1. Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.
- 1.2. This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.
- 1.3. We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.
- 1.4. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will, at all times, act proactively in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.
- 1.5. The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 1.6. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.7. In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Gloucestershire Safeguarding Children Board (GSCB).
- 1.8. As a consequence, we
 - assert that teachers and other members of staff (including governors and volunteers) in the school are an integral part of the child safeguarding process;
 - accept totally that safeguarding children is an appropriate function for all members of staff including temporary staff, governors and volunteers in the school, and wholly compatible with their primary pedagogic responsibilities;
 - recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the governing body;
 - will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
 - will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies;
 - will ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Gloucestershire Safeguarding Children Board (GSCB);
 - will share our concerns with others who need to know, and assist in any referral process;
 - will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Gloucestershire Safeguarding Children Board (GSCB);
 - will safeguard the welfare of children whilst in the school, through positive measures

- to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies;
- will ensure that all staff are aware of the child protection procedures established by Gloucestershire Safeguarding Children Board(GSCB). and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working or volunteering with children.

1.9 Furthermore

Keeping Children Safe in Education (DfE September 2018) places the following responsibilities on all schools:

- ✓ All staff members should be aware of systems within their school which support safeguarding and these should be explained part of induction.
- ✓ All staff must understand the role of the DSL (Designated Safeguarding Lead) and the DDSLs (Deputy Designated Safeguarding Leads).
- ✓ Overall responsibility for safeguarding and child protection matters rest with the Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, September 2018) as Designated Safeguarding Lead'). This responsibility cannot be delegated.
- ✓ Staff with the designated safeguarding lead responsibility should undergo updated child protection training at least annually.
- ✓ Schools should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Board (GSCB).
- ✓ All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- ✓ All concerns or discussions, decisions made and reasons for those decisions must be recorded in writing by staff. Staff must be able to distinguish between a CONCERN, RISK OF HARM or IMMEDIATE DANGER.
- ✓ Training for all staff must now be 'at least annually' (with regular updates as necessary).
- ✓ Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

Keeping Children Safe in Education (DfE September 2018) also states:

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

2. Designated Safeguarding Lead

2.1. The designated senior member of staff (designated person) for safeguarding protection

in this school is the head teacher (Derk van den Broek) known as Designated Safeguarding Lead. (DSL)

- 2.2. In their absence, these matters will be dealt with by Deputy Safeguarding Lead (Karen Young or Andy Green, Head of Leonard Stanley Primary School).
- 2.3. The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
- 2.4. The school recognises that:
 - the DSL need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school;
 - all members of staff (including temporary staff and volunteers) must be made aware of who this person is and what their role is;
 - the DSL will act as a source of advice and coordinate action within the schoolover child protection cases;
 - the DSL will need to liaise with other agencies and build good working relationships with colleagues from these agencies;
 - they should possess skills in recognising and dealing with child welfare concerns;
 - appropriate training and support should be given;
 - the DSL is the first person to whom members of staff report concerns;
 - the DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the GSCB.
 - The DSL must be available at all times.
- 2.5. To be effective they will:
 - Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
 - Cascade safeguarding advice and guidance issued by the Gloucestershire Safeguarding Children Board using the Escalation Policy.
 - Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
 - Ensure each member of staff and volunteers at the school, and regular visitors (such as Entitlement & Inclusion Team, trainee teachers and supply teachers) are aware of and can access readily, this policy.
 - Liaise with the head teacher (if not deputy head teacher) to inform him/her of any issues and on-going investigations and ensure there is always cover for the role.
 - Ensure that this policy is updated and reviewed annually, ratified with the governing body annually and work with the designated governor for child protection regarding this.
 - Keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place, which is separate from the main pupil file. These files are kept in a locked cabinet with restricted access. They are cross referenced in the main pupil file with a red dot. Pupils with an open Child Protection record have a red dot with CP in it on their main pupil file as a cross reference.
 - Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
 - Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection and sent recorded delivery.
 - Where a child leaves and the new school is not known, ensure that the local

authority is alerted so that the child's name can be included on the database for missing pupils.

- 2.6. The DSL also has an important role in ensuring all staff and volunteers receive appropriate training. They should:
- attend training every three years in how to identify abuse and know when it is appropriate to refer a case;
 - have a working knowledge of how Gloucestershire Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required;
 - attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors;
 - make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

3. Designated governor

- **Nominated safeguarding governor and nominated member of the Governing Body for CIC (Children in Care). Leigh Bown (Co-opted Governor)**

- 3.1. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2. The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 3.3. The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
- the school is carrying out its duties to safeguard the welfare of children at the school;
 - members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
 - child protection is integrated with induction procedures for all new members of staff and volunteers;
 - the school follows the procedures agreed by Gloucestershire Safeguarding Children Board, and any supplementary guidance issued by the Local Authority;
 - only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity;
 - where safeguarding concerns about a member of staff are raised, appropriate action is taken in line with Gloucestershire Safeguarding Children Board Allegations against Staff Procedures and Disciplinary Procedures.

4. Safer Recruitment

Safer recruitment is a vital aspect of child protection. The school has a separate safer recruitment procedure which follows guidance from The Children's Workforce Development Council (CWDC). References are taken up before interviews and safer recruitment practice is followed in full.

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

- **Derk van den Broek (Headteacher)**
- **Ceri Turrell (Chair of the Governing Body) is also an accredited recruiter.**

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

5. Volunteers

- 5.1. We understand that some people who may be unsuitable for working with children may use volunteering to gain access to children, for this reason, any regular volunteers in the school, who are left unsupervised, in whatever capacity, will be DBS checked.
- 5.2. Volunteers or helpers will be given Green visitor badges if they are DBS checked
- 5.3. Volunteers or helpers with Red badges have not been DBS checked and should not be unsupervised with children.

6. Induction and training

- 6.1. All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues. This will be in line with Keeping Children Safe in Education 2018.
- 6.2. All new staff at the school (including temporary staff and volunteers) will receive Safeguarding Children Quick Reference for New School Staff or Volunteers and a copy of this policy on starting their work at the school.
- 6.3. All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also, as part of their induction, complete the on line safeguarding training.
- 6.4. Staff will attend refresher training every three years, and the designated persons every two years.
- 6.5. Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. A leaflet with these procedures and other information regarding school life is given to all supply staff.
- 6.6. All adults are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Gloucestershire Safeguarding Children Board website.
- 6.7. For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs are expected to have completed Safeguarding awareness training prior to commencing their employment.

7. Dealing with concerns

- 7.1. Members of staff and volunteers must not investigate suspicions. If somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and GSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.
- 7.2. To this end, volunteers and staff will follow the procedures below:
 - All causes for concern must be recorded immediately on our Cpoms system. If this is unavailable, then it should be recorded on a "Green Forms" record sheet

by the person with the concern.

- This must then be passed to the DSL immediately, who will decide on the appropriate actions.
 - Files will be stored in a secure place if written records are made.
- 7.3. We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Gloucestershire Safeguarding Children Board.
- 7.4. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.
- 7.5. If a child is subject to a Child Protection Plan the allocated Social Worker will be informed if they have two or more days' unexplained absence.

[Child Protection Flow Chart](#)

8. Safeguarding in school

- 8.1. As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.
- 8.2. To this end, this policy must be seen in light of the school's policies on:
- Personal, Social and Health Education and Sex and Relationships Education. Child protection issues will be addressed through the curriculum as appropriate.
 - Bullying. The school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
 - Safe Recruitment and Safer Working Practices for Staff and Volunteers.
 - Racist incidents.
 - Confidentiality.
 - Behaviour and discipline.
 - Health and Safety.
 - Positive Handling.
 - E-safety.
 - Code of Conduct and Whistle Blowing.

9. Photographing children

- 9.1. We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 9.2. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 9.3. We will not allow images of pupils to be used on school websites, publicity, or press releases, without permission from the parent.
- 9.4. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions. At the start of each performance parents are reminded that any photos taken are only for personal usage and not to be shared on social media.

10. Confidentiality and information sharing

- 10.1. The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 10.2. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 10.3. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

11. Conduct of staff

The school has a Safer Working Practices for Staff and Volunteers and Whistle Blowing policy which should be referred to.

- 11.1. The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 11.2. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
 - working alone with a child;
 - physical interventions;
 - cultural and gender stereotyping;
 - dealing with sensitive information;
 - giving and receiving gifts from and to children and parents;
 - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
 - disclosing personal details inappropriately;
 - meeting pupils outside school hours or school duties;
- 11.3. If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Gloucestershire Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.
- 11.4. An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at King's Stanley Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.
- 11.5. There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults, for example:
 - through encouragement to discuss issues at school assemblies;
 - encouraging an open approach to discussing issues with staff
 - via the school council meetings;

12. Physical contact and restraint

- 12.1. Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. See Positive Handling Policy.

13. Allegations against members of staff

- 13.1. If anyone makes an allegation that any member of staff, including any volunteer or governor, it will be dealt with in accordance with national guidance and agreements, as implemented locally by GSCB.
- 13.2. The head teacher, rather than the designated member of staff, will handle such allegations, unless the allegation is against the head teacher, when the chair of

governors will handle the school's response.

- 13.3. The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

Please see Allegations Management Procedure Flow Chart

<http://www.gscb.org.uk/media/12034/allegations-management-flowchart-january-2017.pdf>

14. Before and after school activities

- 14.1. Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide extracurricular activities for our pupils, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

See extended services [Gloucestershire Safeguarding Handbook for Educational Settings](#)

15. Contracted services

- 15.1. Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16. Parents and carers

- 16.1. This policy will be available to download from the school website. Paper copies are available on request from the school office.

17. Provision to help pupils stay safe

- 17.1. Safeguarding permeates through all aspects of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at King's Stanley Primary School.
- Through a more personalised PSHCE programme that specifically meets their needs, our children learn to engage with others in a safe and mutually respectful way.
 - Our robust anti-bullying policy is reinforced regularly.
 - Pupils who have particular needs or difficulties are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

18. Offers of Early Help

18.1 All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive. The GCSB 'continuum of need' windscreen is an important diagram to keep in mind for all children.
http://www.gscb.org.uk/media/1456/loi_guidance_windscreen1-60801.pdf

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

A wide range of agencies are used to support early help provision for vulnerable pupils as well as sign posting parents to agencies.

King's Stanley Primary School Offers of Early Help	
<p>Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire. 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.glofamilies.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.glofamilies.org.uk/localoffer</p>
<p>GSCB (Gloucestershire Safeguarding Children's Board) website</p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options www.gscb.org.uk</p>

<p>King's Stanley Primary School universal support for all pupils and families.</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. Staff are available within office hours (9am – 5pm on weekdays during term-time).</p> <ul style="list-style-type: none"> • General office number: 01453 822868 (to contact all staff). All eligible pupils complete the on-line survey which is monitored and concerns are acted upon immediately.
<p>King's Stanley Primary School PSHCE / SMSC curriculum.</p>	<p>King's Stanley Primary School have combined PSHE (Personal Social Health Education), SRE (Sex and Relationships Education) and SMSC (Spiritual Moral Social and Cultural) Education and called it the SMSC Curriculum. This comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content): Sex education: Children in Y5 and 6 have formal Sex education – discussing puberty, changes, personal hygiene. (Gloucestershire health living and learning team (GHLL) resource). Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such a thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions. Drugs: Alcohol, Smoking and illegal drugs. Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); How to respond to an emergency. IN THE NET production – annually Y4 Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self esteem; Being happy! Relationships: How to make and maintain friendship; family relationships; different types of families; (SEAL) Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing);Focus on breakfast; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition. Online Survey completed every 2 years</p>

Home-school support	All of our Early Help is offered in partnership with parents / carers.
E-safety	E-safety is a key part of the ongoing (PSHE/SMSC/SRE) curriculum. -PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info/
Family Support Worker	The FSW works part time in school and is readily available to support children and families on a needs basis. They are also trained as a counsellor and is able to provide general counselling, and emotional support for young people. All referrals to the FSW go through the Head Teacher . She will sign post families to further services if further support is required.
Bullying cyber-bullying)/child death/suicide prevention	All Gloucestershire schools including King's Stanley Primary School are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home or school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self esteem. 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: www.gscb.org (Gloucestershire Safeguarding children's board) http://www.bullying.co.uk . Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the King's Stanley Primary School Wellbeing programme www.ghll.org.uk . www.onyourmindglos.nhs.uk – A Gloucestershire website which also covers bullying as a topic and where to go for help
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment	Within Gloucestershire Early Help Partnership (co-ordinated by Families First Plus) provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. Parents must consent to a referral. School actively 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.uk tel:01452 328076; Stroud: stroudearlyhelp@gloucestershire.gov.uk Tel: 01452 328130; Tewkesbury:

	<p>tewkesburyearlyhelp@gloucestershire.gov.uk Tel: 01452 328 250; Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101; FOD: forestofdeanearlyhelp@gloucestershire.gov.uk Tel: 01452 328048; Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families; 19 Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Signpost children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p>Youth Support Team (YST): The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including: - Youth offending</p> <ul style="list-style-type: none"> - Looked after children - Care leaver's support services (for those aged 16+) - Early intervention and prevention service for 11 - 19 year olds - Support for young people with learning difficulties and/or disabilities - Positive activities for young people with disabilities - Support with housing and homelessness - Help and support to tackle substance misuse problems and other health issues - Support into education, training and employment - Support for teenage parents <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk To make a referral: T: 01452 427923 E: fasttrackteam@prospects.co.uk</p>
Drug concerns	<p>www.infobuzz.co.uk Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around</p>

	<p>substance misuse. Drugs education is covered in the school curriculum. www.onyourmind.nhs.uk – advice on drug/alcohol misuse.</p>
<p>Mental health concerns * Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental health services)</p>	<ul style="list-style-type: none"> - www.onyourmindglos.nhs.uk a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help. - Referral to school nurses may be appropriate. - Referral to CYPS (Gloucestershire's mental health services) via your own GP. - For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). 20 In an emergency call 999 or 111. - CYPS* Practitioner advice line (for professionals to call) tel: 01452 894272.
<p>Child Sexual exploitation (CSE)</p>	<p>CSE screening tool (can be located on the GSCB website: www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-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. Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police). Missing persons Coordinator 01242 276846 All referrals to go to the Central Referral Unit 01242 247999</p> <ul style="list-style-type: none"> • Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
<p>Domestic violence</p>	<p>The GSCB (Gloucestershire Safeguarding Children's board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children's helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p>

	<p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p> <p>Gloucestershire Unborn Baby Protocol: Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together (2015) specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at www.gscb.org</p>
Teenage relationship abuse	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section). www.gov.uk – home office ‘teachers guide to violence and abuse in teenage relationships.’ All violence or suspected violence should be reported to the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none"> • Young person’s GDASS leaflet. • Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208) • Gloucestershire Take a Stand – www.glostakeastand.com • Holly Gazzard Trust (local charity) – support worker.
Fabricated and induced illness (FII)	<p>www.nhs.uk/conditions/Fabricated-or-induced-illness For information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy</p>
Faith abuse	<p>https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document ‘national action plan to tackle child abuse linked to faith or belief.’ Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk. For other faith groups contact Nigel Hatten (GCC LADO).</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or</p>

	<p>other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them PERSONALLY to report it to the police. http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. – DSL, and DDSL have completed the online home office training, 'Female Genital Mutilation: Recognising and Preventing FGM' 22 - E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and pupils</p>
<p>Forced marriage</p>	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau). UK Forced Marriage Unit fmu@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency. www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forcedmarriage. GSCB one day Awareness training delivered by Infobuzz www.gscb.org.uk Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail https://www.gov.uk/forcedmarriage.</p> <p>All practitioners must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted. Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion. www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on tel: 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.</p>
<p>Gangs and youth violence</p>	<p>ww.gov.uk home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770</p>

	<p>There's a 24-hour answerphone service and they'll respond within 24 hours. Or you can use the confidential and anonymous email support service at support@glosrasac.org.uk. The support workers are all 23 women, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the www.onyourmindglos.nhs.uk website or contact GRASAC for a free copy. www.onyourmindglos.nhs.uk for 'I've been raped or sexually assaulted' information</p>
Hate	<p>The Hate Crime Co-ordinator, Gloucestershire https://www.gloucestershire.police.uk/staying-safe/keeping-yourself-safe/hate-crime/</p>
Honour based violence (HBV)	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247 Inspector Fay Komarah is the Gloucestershire Police contact for honour based violence.</p>
Private fostering	<p>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.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
Preventing Radicalisation and Extremism/HATE (PREVENT duty) HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism. If you see extremist or terrorist content online please report it via:	<ul style="list-style-type: none"> • Gloucestershire Safeguarding Children's Board www.gscb.org. There is a new GSCB PREVENT referral pathway (DSL has a copy) • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • Gloucestershire Safeguarding Children's Board have published a PREVENT pathway for professionals to refer to. • All teachers and most TAs have had training in how to spot the signs of radicalisation and extremism. (online Preventtraining). • Key contacts: Gloucestershire Constabulary PREVENT officer: tel 101 • Anti-Terrorist Hotline: tel 0800 789 321

<p>https://www.gov.uk/report-terrorism</p>	<p>The 'Advice on the Prevent duty' written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The 24 terrorism Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. See Appendix 2 for more information on radicalisation.</p> <p>Prevention: King's Stanley Primary School teach traditional British values through the Wellbeing Curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'. E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online.</p> <p>King's Stanley Primary School also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let's talk about it is an excellent website for parents www.ltai.info/ as is www.preventtragedies.co.uk While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
<p>Sexting</p>	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team. Contact 101 and ask for SE team.</p> <p>Prevention: 'So you got naked online' (sexting information leaflet produced for pupils by south west grid for learning) included in the Wellbeing (PSHE/SMSC) curriculum. Also shared with parents. Pupils informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people....not the victims</p>
<p>Trafficking</p>	<p>This is a serious crime which must be reported to Gloucestershire LADO and the Gloucestershire Police. Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p> <p>See Appendix 4 for further information on Trafficking</p>

<p>Children who run away (missing persons/missing children)</p>	<p>(Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). GSCB Missing Children Protocol http://www.gscb.org.uk: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</p> <p>ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
<p>CME (Children missing education)</p>	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council.</p> <p>Tel: 01452 426960/427360. Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>
<p>School Nurse Service</p>	<p>The school can refer children to this service and signpost parents to the service too.</p>
<p>Food Bank Vouchers</p>	<p>Parents can approach the school office for vouchers</p>
<p>Young Carers Gloucestershire</p>	<p>The school can refer pupils to this service should they need it.</p>

Pupil Premium Funding	This is used to support pupils through an additional funding stream. It is used for targeted support and for funding of targeted interventions, such as Catch Up Literacy and Maths or supporting pupil's involvement with trips, music or the wider curriculum.
Local PCSO (Police Community Support Officers)	Support with internet safety, road safety as well as community support.
Extended parental meetings	Longer time parents appointments for parents who have pupils with additional needs and/or are vulnerable.
Senior Leadership Team	Headteacher, SENDco and Deputy Headteacher coordinate behaviour issues and plans. They is an across school open door policy.
SENDCo & Advisory Teaching Service	Highly trained and experience SENDCo who helps support teachers and Learning Partners. Advisory Teachers come in to school to support specific pupils with specific needs.

Other sources of help and information in Gloucestershire:

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

18.2 Expert and professional organisations are often best placed to provide support for specific safeguarding issues. On becoming concerned about any of the following issues staff will contact the appropriate agency or organisation for advice:

- Faith abuse: GSCB (Gloucestershire Safeguarding Children Broad)
- Gangs and Youth Violence: Avenger Task Force
- Gender Based Violence; VAW&G (Violence Against Women and Girls) Refer to Gloucestershire Police.
- Mental Health: Gloucestershire Healthy Living and Learning /CYPS_ www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help.
- Radicalisation and Extremist Hate GSCB (Gloucestershire Safeguarding Children Broad & Gloucestershire LADO (Local Authority Designated Officer). Staff are trained in Prevent awareness.
- Sexting: Sgt Nigel Hatton Gloucestershire Police/
<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting>
- FGM (Female Genital Mutilation <http://www.nhs.uk/conditions/female-genital-mutilation/Pages/Introduction.aspx>).

FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM

appears to have been carried out on a girl under 18 years old there is a statutory duty for them PERSONALLY to report it to the police.

- CSE (Child Sexual Exploitation): Use GSCB (Gloucestershire Safeguarding Children Board) Multi-Agency Protocol Risk Assessment Framework and refer to Gloucestershire Police CSE Team. (T drive /Safeguarding/CSE)
- Domestic abuse: GDASS Gloucestershire Domestic Abuse Support Service and MARAC Multi Agency Risk Assessment Conference.
- Drugs: www.infobuzz.co.uk
- FII (Fabricated and induced illness); <http://www.nhs.uk/conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>. Police and Social Care.
Forced Marriage:
(Single Point of Contact) for Forced Marriage (Gloucestershire Constabulary, Public Protection Bureau).
- UK Forced Marriage Unit fmu@fco.gov.uk
- Private Fostering: www.gloucestershire.gov.uk/privatefostering
- Trafficking: Gloucestershire LADO (Local Authority Designated Officer) & Gloucestershire Police
- CME (Children Missing in Education): (EEI) Education Entitlement & Inclusion Team.
- Children who run away: Gloucestershire Police Missing person Coordinator. GSCB (Gloucestershire Safeguarding Children Board) missing children protocol. ASTRA (Alternative Solutions to Running Away) Gloucestershire
- Sexual and Violent offenders: Gloucestershire MAPPA (Multi Agency Public Protection Arrangements)
- Cyber Bullying www.onyourmindglos.nhs.uk – A Gloucestershire website which also covers bullying as a topic and where to go for help.

19 Implementation, monitoring evaluation and review

19.1 All adults in school will receive a copy of this policy and agree to follow its procedures. It will be discussed at least annually at staff meetings

19.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.

19.3 The head teacher will report on safeguarding matters through the termly report to governors.

19.4 Parents will be consulted via parents' evenings and induction meetings.

Other policies and guidelines which have relevance to the Safeguarding Policy and Child Protection are:

- Anti-bullying
- SEND Policy
- SRE Policy
- Code of Conduct and Whistle Blowing Policy
- Positive Physical Handling
- Safer Working Practices for staff and volunteers
- Complaints Procedure
- Acceptable Users Policy
- Health and Safety (including First Aid and Medications in school)
- Supporting pupils with medical conditions.
- Attendance
- Intimate Care

- Behaviour

Child Protection Procedures

In the case of suspicion

- Share your concerns with Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

In the case of direct disclosure

- **DO** try to talk with the child in a secure, quiet place.
- **DO** reassure the child that they have done the right thing in telling.
- **DO** tell the child that you will be trying to get help for the problem.
- **DO** write some brief notes **AFTER** the event.
- **DO** keep any notes or drawings made by the child.
- **DO** speak to the teacher with responsibility for Child Protection immediately.

- **DON'T** adopt a 'shock-horror' attitude.
- **DON'T** promise to keep any secrets.
- **DON'T** re-phrase anything said by the child or suggest any alternative vocabulary.
- **DON'T** proceed further without discussing the matter with the teacher with responsibility for Child Protection.

Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section')

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

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

In general the following process applies:

1. A member of staff should raise any concern with their line-manager or one of the DSLs or DDSLs verbally. Cpoms should be completed and possible next steps discussed.
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention guidance on the GSCB website and also the levels of intervention windscreen also on the website.
3. a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999.

b) In some cases the concern will be logged with no further action taken at the time. The DSL/DDSL will ensure there is a 'watching brief' to make sure that no further concerns

arise. Any further concerns will be discussed and this process followed again from the beginning.

- c) For some concerns an offer of 'early help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
 - d) It may be decided that a referral to social care or the children's helpdesk is appropriate.
4. Staff, or if appropriate the DSL, should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).
5. a.) If a referral is made to the children's helpdesk basic information is given. School will then be asked to complete a MARF (Multi Agency Referral Form). This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.
- b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):
- Child in need of services (section 17) are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
 - Child in need of Protection. A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

The full manual of Child Protection Procedures is available from

<http://www.proceduresonline.com/swcpp/gloucestershire/contents.html>

For help and advice

Safeguarding Children Service (for advice and to log a concern)	01452 583636
Children & Families Helpdesk (to make a referral)	01452 426565
Emergency Duty Team (out of hours)	01452 614194
Police Child Abuse Investigation Tel	01242 261112
Emergency Duty Team (out of hours)	01452 614194
Police Control Room	101

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the head teacher. Although this can be difficult, this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns, feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practices or behaviour:

- To prevent the problem worsening or widening;
- To protect or reduce risks to others;
- To prevent becoming implicated yourself.

What stops people from whistleblowing Fear of:

- Starting a chain of events which spirals;
- Disrupting the work or project;
- Getting it wrong;
- Repercussions or damage to their career;
- Not being believed.

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Speak to the head teacher
- If your concern is about your immediate manager or the head teacher, or you feel you need to speak to someone outside the school, contact the Chair of Governors.
- Make sure you get a satisfactory response - don't let matters rest.
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.
- If you make an allegation you will be supported.

What happens next?

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern was raised in good faith but proves to be unfounded.
- Malicious allegations may be considered as a disciplinary offence.

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the head teacher or other member of the Senior Management Team and from the personnel department at Gloucestershire County Council or your union representative.

Staff should be aware of and understand the school's Whistle Blowing Policy

Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.

Some of these symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and fictitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wetting the bed/withdrawal/regression

Frequent unexplained injuries e.g. finger marks, cuts and grazes, cigarette burns, broken bones

Bruising in unusual areas

Changing explanation of injuries

Afraid of physical contact, cowering

Violent behaviour during role play

Aggressive language and use of threats

Unwillingness to change clothes

Not wanting to go home with parent or carer

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing

Cold – complaining of

Hunger – complaining of

No parental interest

Not wanting to communicate

Attention seeking

Often in trouble with the police

Use of bad language

Lack of confidence – low self-esteem

Jealousy

Dirty

Body sores

Urine smells

Unkempt hair

Behaviour problems

Lack of respect

Bullying

Always out at all hours

Stealing

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour and or language

Change of behaviour

Rejecting physical contact or demanding attention

Physical evidence – marks, bruising

Pain going to toilet, strong urine

Withdrawn

Role play

Rocking

Knowledge

Stained underwear

Bruising/marks in genital area
Drawing – inappropriate knowledge
Relationships with other adults or children for example, being forward

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self harm
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	
Treating others as you have been treated	

Current High Profile Safeguarding Issues

Forced Marriage (FM)

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

Female Genital Mutilation (FGM) – signs of

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as ‘female genital cutting’ or ‘female circumcision.’ Communities tend to use local names referring to this practice, including ‘sunna’ **As of October 2015 Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old.** Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. **In addition report to the DSL.**

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening:

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

A sign that may indicate a child has undergone FGM:

- Prolonged absence from school and 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 the 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 urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs , bag theft.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a

trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

Missing from Education

Children missing from 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, (in line with statutory guidance). In order to protect our children from these risks we have in place the 'Missing from Education Procedures.' Appendix 7

Pupils with SEND

At King's Stanley Primary School we recognised that pupils with SEND may be at a higher risk of having abuse put down to their needs due to:

- Injuries or concerns may be put down to the child's disability
- They may find it difficult to communicate issues or their concerns
- They can be easily isolated

As a result they may need more pastoral support.

Further information on Radicalisation (in line with the PREVENT DUTY)

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Indicators of vulnerability to radicalisation:

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. **Extremism** is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition

of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

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

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

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

6. Indicators of vulnerability include:

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

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

8. **More critical risk factors could include:**

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

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

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations,

contexts and relationships where young people receive „something“ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of engaging in sexual activities. This can occur through the use of technology without the child’s immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

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

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

Peer on Peer Abuse Procedure Guidance

Introduction

Keeping Children Safe in Education, 2018 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, '*Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.*'

At King's Stanley Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At King's Stanley Primary School we have the following policies in place that should be read in conjunction with this policy:

Anti-Bullying Policy
Safeguarding and Child Protection Policy
Behaviour Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2018, highlighting that every assessment of a child, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services.* (Working Together, 2018) This is clearly echoed by Keeping Children Safe in Education, 2018 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2018). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- • An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- • Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

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

- It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child (ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.
- In all cases of peer on peer abuse it is necessary that all staff talk to young people and instigate immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.
- Gather the Facts: Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
- Consider the Intent (begin to Risk Assess). Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Decide on your next course of action. If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately with consultation with the DSL (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.
- If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take. It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.
- Informing parents.
- If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.
- The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

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

Where did the incident or incidents take place?

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

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

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

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

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

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

Repetition

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

Next Steps

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

For the young person who has been harmed

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

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

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

For the young person who has displayed harmful behaviour

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

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. If there is any form of criminal investigation ongoing it may be that this

young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

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

After care

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

Preventative Strategies

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

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

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

Courses are available for anyone who wishes to update their knowledge of Safeguarding and Child Protection issues. These can be taken online or organised via the school office.

Appendix 6

REPORT OF CONCERN KING'S STANLEY C OF E PRIMARY SCHOOL

Name of child	
Date of concern	
Age of child	
Class teacher	
Are you reporting your own concerns or passing on those of somebody else? Please give details.	
Please give details of any specific incident which led to your concern.	
Physical signs? Behaviour signs? Indirect signs?	
Have you spoken to the child? If so what was said?	
Is anybody alleged to have been the abuser? If so, give details.	
Have you consulted anybody else? If so give details.	

Please hand your form to the Designated Safeguarding Lead or Designated Child Protection Officer in school.

Please continue overleaf or add any other papers you feel are relevant

Date and time DCPO/DSL Received Form

Action Taken

King's Stanley Primary School

Children missing from Education Procedure

Notifications and Actions

Day one

Where concerns arise about a missing child, after the school has followed the procedures set out in the attendance policy, the following steps should be taken.

Step one:

- Contact the local police station (24 hour response);
- Any suspicion/evidence of crime must be clearly stated;
- The circumstances and all available information regarding the child and family will be required.

Step two:

- The missing person report will be risk assessed and the local police response team will carry out immediate actions;
- The investigation will be progressed by the police response team, in conjunction with either the local Missing Persons Unit and/or the CID.

Step three:

- The missing person report will generate a notification to the police;
- The police will work with, and refer information to, the LA children's social care;
- LA children's social care, who must be contacted as soon as possible in these circumstances, will also liaise with the relevant bodies in order to identify, and act upon, any suspicion of child abuse or child related crime.

Step four:

The school should work in collaboration with Children's social care and the police and a safeguarding education representative should participate in any strategy discussions, s47 enquiries and Child Protection Conferences which may arise.

Reasonable enquiry:

If the judgement reached on day one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the school may delay making a referral. The process of 'reasonable enquiry' has not been identified in regulations, however this includes school staff checking with all members of staff whom the child may have had contact with, and with the pupil's friends and their parents, siblings and known relatives at this school and others.

School staff should also make telephone calls to any numbers held on record or identified, sending a letter to the last known address, home visits by some school based staff and consultation with local authority staff.

Days two to twenty-eight

If the above response was unsuccessful, the school should contact their local authority CME Officer. The local authority should make enquiries by visiting the child's home and asking for information from the family's neighbours and their local community - as appropriate.

The LA CME team should also check databases within the local authority, use agreed protocols to check local databases, e.g. LA housing, health and the police; check with agencies known to be involved with the family, with the local authority the child moved from originally, and with any local authority to which the child may have moved.

The child's circumstances and vulnerability should be reviewed and reassessed regularly jointly by the school's nominated safeguarding advisor and the CME Officer in consultation with children's social care and the police as appropriate.

Child missing from school for more than four weeks

Where a pupil 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 jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Transfer of information when a pupil changes school

[The Education \(Pupil Information\) \(England\) Regulations 2000 \(SI 2000/297\)](#) (as amended by SI 2001/1212 and SI 2002/1680) governs the transfer of information between schools.

- Regulation 10(3) states that 'The head teacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'.

However:

- Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the head teacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'.

If the CME team or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school