

North Nibley C of E Primary School

Child Protection and Safeguarding Policy

Date of policy: January 2018

Policy developed by: North Nibley staff and governors

Review date: January 2019

Explanatory note

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. The Child Protection policy refers to quite clear procedures, whilst the safeguarding policy is broader.

This Policy includes the Child Protection Policy and Safeguarding procedures. It links with other policies and systems, including

- Administration of medicines,
- Allegations against staff,
- Anti-discrimination
- Attendance
- Behaviour,
- Bullying, including cyber-bullying
- Curriculum Policies (Drug Education, PSHE, P.E., Sex & Relationship Education, Science, Collective Worship)
- Disclosure and Barring Service checks (D.B.S.)
- Educational visits
- Computing and E-Safety, including staff use of mobile phones
- First Aid
- Health and safety (pupils')
- Intimate care
- Parental concerns and Complaints,
- Physical intervention
- Risk Assessment,
- Safer Recruitment
- School security
- SEND
- Staff Behaviour Policy / Code of Conduct
- Teaching and Learning,
- Visitors
- Whistleblowing,

School Vision and Values

Our vision is to inspire and celebrate learning, achievement, faith and fun.

Ours is a school that works in partnership with the community to enable and equip each child to live life to the full, reflecting the Christian values of our foundation.

We will realise our Vision by:

- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- encouraging participation and a love of learning by offering experiences full of opportunity and creativity, so that every child fulfils their academic potential
- demonstrating, as a church school, our Christian values in action
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all

This policy embodies the school's vision and Christian values in action by:

- Placing pupil safety and wellbeing ("happy, healthy and secure") at the heart of our work and the foremost of the stated criteria for realising our vision.
- Ensuring that all with a stake in our school (children, parents, staff, governors, visitors and volunteers) are aware of their "responsibilities" towards children, their safety and future potential
- Encouraging a spirit of compassion, respect, friendship and hope within which children should flourish

School details

Governors' Committee Responsible: Finance, Premises, Health and Safety Committee

Governor Lead: Peter Hall 01453 543655

Designated Safeguarding Lead (DSL): Paul Batchelor 01453 542600

Status & Review Cycle: Statutory Annual

In the event of neither school based DSLs being available the school will call upon a suitably trained DSL from the Tyndale cluster to implement the safeguarding procedures and brief the school's DSL on what action has been taken

Tyndale Cluster DSLs

Coaley - Suzette Kearns - 01453 890358 (THIS SCHOOL TO BE APPROACHED IN THE FIRST INSTANCE)

Hillesley - Jayne Pedley - 01453 843551

Kingswood - Dan Johnson- 01453 842197

North Nibley - Paul Batchelor - 01453 542600

Slimbridge - Alison Cooke - 01453 890216

Stone-with-Woodford - Kim McCalmont - 01454 260309

1.0 Child Protection and Safeguarding

- 1.1 This document has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects 'Keeping Children Safe in Education' 2016.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff MUST be familiar with this document.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1, 2 and 5)
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a prohibition check. A single, central record is kept for audit.

² Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

2.0 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - a senior leader has Designated Safeguarding Leader (DSL) responsibility
 - on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
 - all other staff have Safeguarding training updated as appropriate
 - any weaknesses in Child Protection are remedied immediately
 - a member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
 - that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 2.1.2 The Lead DSL, Paul Batchelor, is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are Ms Surridge and Miss Parker. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates.
- 2.1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 2.1.5 The school uses 'Pink sheets' to record any emerging concerns. These are held confidentially in the Head Teacher's office.
- 2.1.6 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 2.1.7 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.8 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 2.1.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.

- 2.1.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - 2.1.11 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
 - 2.1.12 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
 - 2.3 The names of the designated members of school staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
 - 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
 - 2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

3.0 Responsibilities

- 3.1 The designated DSLs are responsible for:
 - 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Service Request Form⁵
 - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
 - 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
 - 3.1.5 Liaising with other agencies and professionals.
 - 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
 - 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
 - 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
 - 3.1.9 Providing, with the Headteacher (if different), a regular report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁶

³LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴Contact the LADO for guidance in any case

⁵This is the Gloucestershire Multi-Agency Referral Form

4.0 Supporting Children, Early Help

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
 - 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
 - 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
 - 4.4. Our school will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying. E.g. Anti-bullying programmes, friendship week, school responsibilities, eSafety programmes,
 - 4.4.2 Promoting a caring, safe and positive environment within the school. EG School nurse, counselling, mental health support services
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children,
 - 4.4.4 Notifying Social Care as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
 - 4.4.6 Our Early Help offer includes
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying e.g.
 - Anti-bully programs
 - Friendship events
 - Socially Speaking (or similar programs)
 - E safety programs
 - Education Health Care Plans (EHCP)
 - Child Protection Plans
 - Gang culture awareness programs
 - Promoting a caring, safe and positive environment within the school and signposting families to support outside school e.g.
 - School Nurse counselling
 - Mental Health support services (Beyond Fed UP help group)
 - Early Screening Tools
 - Healthy Schools (on-line questionnaire)
 - Winston's Wish
 - Young Carers
 - Virtual School
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children e.g.
 - Community Social Worker
 - Parent Support Worker
 - Common Assessment Forms (CAF)
 - Multi agency meetings
 - Team around the child
 - Community Police
 - Notifying Social Care, the Police and appropriate bodies as soon as there is a significant concern, such as:
 - Radicalisation
 - Trafficking

- Gender based violence
- Faith abuse
- Female Genital Mutilation (FGM)
- Taking advice and supporting children appropriately.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁷
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Gloucestershire Safeguarding Children Board (GSCB)* (www.gscb.org) on this point.
- 5.6 Safeguarding information, where it identifies individuals, is deemed to be 'above' the scope of the General Data Protection Regulations, and may be legitimately withheld in the event of a request for information.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of GSCB Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁸

⁷ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

⁸ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information will immediately inform the Headteacher⁹.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow the GSCB procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

8.0 Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

9.0 Physical Intervention

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Handling* technique.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

⁹ or Chair of Governors in the event of an allegation against the Headteacher

- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given ‘Safer Working Practice’ guidance to ensure they are clear about their professional boundary.¹⁰

10.0 Anti-Bullying

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 12.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
 - 12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 12.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
 - 12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13.0 Health & Safety

¹⁰ Guidance on Safer Working Practices is available on the DfE website

- 13.1 Our Health & Safety policies, and Acceptable Use of ICT Policy reflect the consideration we give to the protection of our children both physically within the school environment, when away from the school (for example when undertaking school trips) and in relation to internet use.

14.0 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Head Teacher 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of the Single Central Record
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

North Nibley C of E Primary School

Child Protection Policy

Date of policy: January 2018

Policy developed by: North Nibley staff, governors and parents

Review date: January 2019 (Annually)

North Nibley C of E Primary School fully recognises its responsibilities for safeguarding children (child protection).

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

- Ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Local Authority's Allegations Management procedures
 - Our Safer Recruitment accredited person is Paul Batchelor (Head Teacher)
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by following the procedures laid out by Gloucestershire's Safeguarding Children Board.
 - Definitions of abuse are below.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.

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

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

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

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role.
 - Our Child Protection Officer is Paul Batchelor, Head Teacher 01453 542600
- Ensure we have a designated governor responsible for child protection who has received appropriate training. The designated Governor with responsibility for child Protection will be appointed at the annual Governors Meeting in September.
 - Our Designated Governor is – Peter Hall 01453 543655
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person and governor

responsible for child protection and their role. This will form part of our induction, which takes ideally before a staff member or governor begins their role, and not later than the first 7 days.

- Share publically the names and contact details of the designated governor and staff member responsible for child protection.
 - The name of the designated senior person, and the designated governor responsible for child protection is given on the "Leadership list" (and part of the School Development Plan). They are also on display in the office and staffroom, in the Prospectus, on the website and on the 'welcome desk' by the school's front door, alongside information for children (the 'The Front Door' (Children's Helpdesk) on 01452 426565)
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. Procedures for doing so will form part of the induction for staff, governors and volunteers.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure that all staff read part 1 of Keeping Children Safe in Education, on induction and at least on an annual basis.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, hu

miliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The development and implementation of policies (e.g. the School Behaviour Policy and Anti-bullying policies) which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

DEFINITIONS

The Government categories of abuse are defined as follows;

Physical Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- ▶ provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- ▶ protect a child from physical and emotional harm or danger;
- ▶ ensure adequate supervision (including the use of inadequate care-givers); or
- ▶ ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Two other useful definitions

MARAC

Multi-Agency Risk Assessment Conferences (MARAC) enable organisations such as the police, probation, the county council, prison services, housing and health services work together to provide a coordinated and effective safety plan for those individuals at the highest risk of domestic abuse or staff working with individuals who are being abused.

MAPPA

Multi-Agency Public Protection Arrangements (MAPPA) require the police, probation and prison services to protect the public from violent and sexual offenders, by working together. It also requires other public organisations such as the local authority, hospitals, district councils and health trusts to cooperate with the police, probation and prison services and contribute to providing safety to the public. It has been in existence in England and Wales since 2001.

Further information

Gloucestershire Safeguarding Children Board has taken the decision to cease paper-based publication of its guidance and procedures, in order to facilitate access to the most recent versions of its documentation, and (through the use of hyper-links) speed up access to the required information.

Readers should therefore visit Gloucestershire Safeguarding Children Board website <http://www.gscb.org.uk/> for further information about the following:

- Allegations Management
- Anti-Bullying including cyberbullying
- Child Sexual Exploitation
- Domestic violence
- Drugs
- Fabricated and Induced Illness
- Female Genital Mutilation – signs of
- Forced Marriage
- Gangs and youth violence
- Gender identity and sexuality
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Honour Based Violence – signs of
- MAPPA
- MARAC
- Medication
- Mental health
- Peer to peer abuse
- Private fostering
- Radicalisation
- Relationship abuse
- Roles and Responsibilities of the DSL

- Safer Recruitment – who is your settings accredited persons
- Safer Working Practice
- Sexting
- Teenage relationship abuse
- The referral process including telephone numbers
- Trafficking
- Whistle Blowing

This policy was reviewed by Governors in January 2018 and will be reviewed annually, or earlier if there are any changes in legislation that affect Child Protection Procedures.

Signed _____ Date _____

Add extended services

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Child Sexual Exploitation

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.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Initial Concern Record
(Welfare / Concerns / Child Protection) – PINK SHEETS

North Nibley Church of England Primary School

Date Time	Name and Year Group of pupil	Concern	Staff member reporting
	(One pupil per sheet)		

Please pass this to the Designated Safeguarding Lead immediately after completing form.

DSL – Paul Batchelor

Appendix two

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. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

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

Signs 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**. All practitioners working with victims of forced marriage, HBV FGM etc need to be aware of the **'One Chance' Rule**. A professional may only have **One Chance** to speak to a potential victim and 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 become aware of potential abuse. If the victim is not offered support following disclosure that **One Chance** opportunity may be lost.

Appendix three

Designated Safeguarding Lead for Child Protection: Job description

VISION AND PURPOSE

1. To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the setting, ensuring that the Safeguarding Policy is reviewed annually by the Governing Body.
2. To undertake appropriate Child Protection Training every 2 years in order to:
 - a. Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
 - b. Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
 - c. Ensure each member of staff has access to and understands the school's or college's Child Protection Policy and Procedures, especially new and part time staff.
3. To receive and coordinate referrals, arranging action and reviewing services for children and families.
4. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend.
5. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children needing 'Care' and/or suffering significant harm.
6. To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
7. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
8. To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
9. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
10. To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.

ACCOUNTABILITY

1. Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
2. Attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.

3. Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the setting.
4. To maintain confidentiality at all times.
5. To contribute to service development, including responsibility of the delivery of new staff induction package and arrangements for all staff training.
6. To liaise and co-ordinate with colleagues within own setting and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the setting.
7. Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.

GENERAL DUTIES

1. To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
2. To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly.

Produced by GSCB July 2014

Appendix four

The Role of the Child Protection Governor

The Child Protection Governor's Role is to:

- Ensure that the school has a child protection policy in place which is consistent with the Local Safeguarding Children Board's Child Protection Procedures and is readily accessible to members of staff both Teaching and non-teaching;
- Ensure that the implementation and effectiveness of the policy and on associated policies e.g. bullying are reviewed annually by it becoming a standing item on the governing body's agenda;
- Ensure that the school prospectus contains a section on the child protection policy in order to make parents aware of the school's responsibilities;
- Consider, with the head teacher and designated child protection teacher, the place of child protection in the school curriculum
- Ensure that designated and other staff have the opportunity to attend appropriate training
- Liaise with the Education and Children's Services Group Directorate in relation to any allegations of child abuse made against the head teacher which may include attendance at any strategy meetings.

Some questions the Child Protection Governor might ask:

- Is the ethos of my school one in which all children and young people are valued, respected, listened to and taken seriously?
- Are all staff clear about our child protection policy?
- Do we have support systems available to children who are at particular risk or who have disclosed abuse?
- Do we have support available for teachers dealing with a child protection case?
- Do we have support available for teaching and non-teaching staff who are subject to allegations?
- Is child protection training available to the designated child protection teacher and other teaching and non-teaching staff, and do I need training?
- Is my school proactive in establishing positive links with other relevant agencies, particularly in the Children's Service directorate