



Safeguarding Children Policy

"I have come in order that you might have life – life in all its fullness."

John 10:10

Christ taught us that his purpose was to give life in all its fullness. Through our Christ like attitude we seek to do the same.

This is at the heart of all we do.

This policy applies to all staff, governors, students, volunteers and visitors at Kingsholm C of E Primary School and Nursery.

Definitions

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- And taking action to enable all children to have the best outcomes.

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Introduction

At Kingsholm C of E Primary School and Nursery:

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child.
- We take an 'it can happen here' approach where safeguarding is concerned.
- Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Kingsholm C of E Primary School and Nursery is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

Purpose and Aims

- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- To ensure the safety and well-being of children in our care at all times.
- To ensure that whilst children are in our care they have a safe, secure and protective environment in which to thrive.
- To raise awareness of safeguarding issues. Ensure all staff and volunteers are aware of and alert to the signs of abuse.

- Equip children with the skills and resilience to keep them safe by giving them independence, confidence and a positive self image including recognition of their culture and values and ensure they, and their families receive early help.
- Whilst any child may benefit for early help, ensure all school staff are particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is a privately fostered child
 - is a child missing from education
- To ensure that every child is listened to, by giving them a voice.
- To develop and implement procedure for identifying and reporting cases or suspected cases of neglect and abuse. To respond promptly and appropriately to all incidents or concerns of neglect and abuse that may occur.
- To work with statutory agencies in accordance with the procedures outlined in Keeping Children Safe in Education 2021. To support children and their families who are subject to a child protection plan or child in need plan in accordance with their agreed plan.

Safeguarding practices

The Single Central Record is maintained by Paula Fowke (Headteacher's PA). Applications for DBS clearance are organised through and countersigned by her.

Inductions guidance for new staff, teachers, support staff, students and volunteers clearly explains school policy and procedures for safeguarding.

Visitor passes clearly state the need to inform the DSL of any concerns.

All school staff, including School Governors, receive annual safeguarding training at inset day on the first day of the September term so that they:

- Know that if they have **any concerns** about a child's welfare, they should act on them immediately.
- Do not assume that somebody else will take action and know they should share information that might be critical in keeping a child safe.
- All staff must recognise the importance of sharing and reporting low-level concerns surrounding staff or any adult in a position of trust to the Headteacher. These are detailed in the safer working practice document that all staff have read.
- Know that everyone is responsible and accountable and maintain an 'it could happen here' attitude.
- Always act in the interest of the child.
- Are able to support children and their families to stay safe online.
- Recognise the signs and symptoms of possible child abuse which includes neglect, physical abuse, sexual abuse and emotional abuse.
- Be aware of specific Safeguarding issues : Bullying, Peer on Peer/Child on Child Abuse, Faith Abuse, Radicalisation, Private Fostering Arrangements, Gang & Youth Violence, Drug Misuse, Domestic Abuse, Child Sexual Exploitation, Induced illness, Gender based Violence, Poor Mental Health, Sexting, Teenage Relationship Abuse, Trafficking, Female Genital Mutilation, Forced Marriage and Honour-Based Abuse.
- Know who the Designated Safeguarding Lead (DSL) and Deputies (DDSLs) are, the importance of reporting immediately if they suspect something and the need to record their concern and give to the DSL.

- Know that the Designated Safeguarding Lead or Deputy is always available to discuss safeguarding concerns.
- Know that if in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) are not available, this should not delay appropriate action being taken and staff must speak to a member of SLT and/or take advice from local children's social care. (In these circumstances, any action taken should be shared with the DSL as soon as is practically possible).
- Know where to find information through the GSCP website <https://www.gloucestershire.gov.uk/gscp/>

The Designated Safeguarding Lead (DSL) and Deputies

- Receives appropriate training through Gloucestershire Safeguarding Children Partnership (GSCP) and this is renewed every two years.
- Keep up to date with information through the GSCP website: <https://www.gloucestershire.gov.uk/gscp/>
- Follow the school and LA procedures for reporting and recording concerns. Records will be made noting the date, time, places and people who were present. Will advise the child's family that a referral to Social Care is being made unless this puts the child at further risk i.e. in the case of sexual abuse or if advised not to by social care/police.
- Will alert the appropriate agencies and share relevant information about the protection of children with other professionals where appropriate.
- Will know if a child is subject to a child protection or child in need plan.
- Are available at all times to discuss safeguarding concerns.

The Designated Safeguarding Lead is Matt Ferris (Headteacher). The Deputy Designated Safeguarding leads are Cathy Pascoe (Child and Family Support Manager), Tracey Gordon, (Child and Family Support Worker), Luisa Potter (Deputy Headteacher), Nikki Green (Assistant Headteacher, Inclusion) and Debbie Herridge (Cool Kids Lead).

Safer recruitment

Kingsholm C of E Primary School and Nursery pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2021; Part 3). This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. All recruitment materials will include reference to Kingsholm C of E Primary School and Nursery's commitment to safeguarding and promoting the wellbeing of learners.

Multi-agency working

Kingsholm C of E Primary School and Nursery is committed to working together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care. The list of safeguarding contact and other key agencies are listed in Appendix 1.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Virtual School:

The Virtual School
Tri Service Centre
Waterwells Business Park
Quedgeley
Gloucestershire
GL2 2AX
01452 328360
virtualschooladmin@gloucestershire.gov.uk

Kingsholm C of E Primary School and Nursery will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, we will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, we will consult with the Virtual School.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local PCSO (Becky Kent).
- In the rare event that a child death occurs, or a child is seriously harmed, the DSL or Deputy will notify the Gloucestershire Children's Safeguarding Partnership as soon as is reasonably possible.

Information Sharing

Kingsholm C of E Primary School and Nursery is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Kingsholm C of E Primary School and Nursery will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Kingsholm C of E Primary School and Nursery will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Kingsholm C of E Primary School and Nursery Encompass commitment

As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Alleged child abuse by a member of staff, governor or volunteer

If a concern involves a member of staff or volunteer, the Headteacher or Deputy Headteacher must be informed immediately who will follow the LA procedure (see appendix 2 for further information of procedure).

All staff and governors are reminded of the Whistleblowing (confidential reporting) & Code of Conduct policy each September Inset. A copy of the policy is displayed on the staffroom notice board, along with contact details for the Chair of Governors.

Alleged child abuse by the Headteacher

The person will inform the Designated Governor (currently the Chair of Governors, Jane Springham) who will follow LA procedure.

Through our Kingsholm ethos

- Children and staff are able to talk freely about any concerns, which ensures that people are listened to and appropriate action is taken.
- We introduce key elements of safeguarding into our Kingsholm Curriculum to promote the personal, social and emotional development of our children so they develop an understanding of how to keep safe. We encourage children to recognise similarities and differences between themselves and others and treat others with sensitivity.
- We create a culture of respect for the individual, having a positive regard for children's heritage arising from their ethnicity, home language, cultural and social backgrounds

Exclusions from school of a child who has a Child Protection Plan

Where a child who is subject to a Child Protection Plan is in danger of exclusion, the Headteacher or DSL will inform the allocated social worker, or relevant team manager.

Where immediate exclusion is necessary, the Headteacher or DSL will, before excluding the child, make contact with their allocated social worker, or if unavailable, the Duty Social Worker. The child will not be sent/taken home without the knowledge and involvement of the Children and Young People's Directorate.

Roles of Governors

- The Chair of Governors (Jane Springham) is the Designated Safeguarding Governor. She meets with the DSL and relevant staff, including DDSLs, to monitor policy and procedures regularly. The policy is also reviewed annually.
- Recruitment is carried out in line with safe recruitment practices (Keeping Children Safe in Education 2021) and a number of relevant staff have received the appropriate Safer Recruitment training. The successful candidate will always have an Enhanced DBS.

Parents

Parents are reminded on each monthly newsletter that the policy is available from the School Office on request or on the school's website.

Appendix 1 For all Staff, Students and Volunteers

NOTING CONCERNS AND ISSUES

The moment a child has disclosed information to you, which raises a concern or issue, ensure that they are shared with a DSL (Designated Safeguarding Lead) immediately.

The Designated Safeguarding Lead is Matt Ferris (Headteacher). The Deputy Designated Safeguarding leads are Cathy Pascoe (Child and Family Support Manager), Tracey Gordon, (Child and Family Support Worker), Luisa Potter (Deputy Headteacher), Nikki Green (Assistant Headteacher, Inclusion) and Debbie Herridge (Cool Kids Lead).

Equally if you become suspicious of abuse you should inform a DSL.

Staff should be concerned if a child:

- Has any injury which is not typical of the bumps and scrapes normally associated with children's activities
- Regularly has unexplained injuries
- Frequently has injuries, even when apparently reasonable explanation are given
- Offers confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed

Safeguarding Role of All

Recognise when you are concerned about a child. Being able to recognise concerns, means being familiar with the indicators of abuse

Respond to a concern about a child by passing the information to the Designated Senior Lead (DSL) or Deputy DSL without delay – this should be in person. You must then make a written record of the concern as soon as possible and pass this to the DSL – this should be on CPOMS.

Staff are not responsible for **investigating** concerns about a child. Investigating includes in depth questioning of a child, colleagues, parents, physically examining children, taking photographs of injuries. Investigating does not mean that staff cannot talk to a child, colleagues or parents, but it is important that this is done in a non-leading way that would not compromise any formal investigation. Staff should not **attempt to resolve** the situation themselves e.g. make and act upon decisions about how they think the matter should be dealt with. This kind of action fails to take account of any other information that may be held about the child e.g. other concerns of which the DSL is aware.

If a child begins to talk about an abusive experience or relates to a third party i.e. a child experiences an account of another child he/she should be allowed to.

Do:

- Be approachable
- Listen carefully, uncritically and at the child's pace
- Take what is said seriously
- Clarify essential information
- Reassure
- Tell the child what will happen next
- Tell the Designated Senior Lead without delay
- Record

Do Not:

- Investigate
- Try to resolve
- Promise confidentiality
- Make assumptions

The DSL will decide the next steps and will follow the Gloucestershire Child Protection Procedures set out on the next page and if at any point there are professional differences, follow the escalation of professional concerns guidance.

Child Protection process if you have a concern

Member of staff, governor, student, volunteer or visitor discusses concerns with Designated Safeguarding Lead to decide next steps

Discussion with parents

Designated Safeguarding Lead discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)

The Front Door

Where there are urgent concerns, professional contacts The Front Door on 01452 426565 (option 1)

Seeking advice from Children's Social Care

Professional can contact the Children's Practitioner Advice Line on 01452 426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.

Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request 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. Please use the Gloucestershire Children's Services Portal to submit a MARF.



Kingsholm C of E Primary School and Nursery

Guinea Street, Gloucester GL1 3BN

Tel: 01452 530777

Safeguarding Protocol – If a young person makes a disclosure contact one of the Designated Safeguarding Leads (DSL's) IMMEDIATELY

DO NOT:

- Ask leading questions (use T.E.D. questions instead)
- Promise not to tell anybody about the disclosure
- Discuss with anyone other than a DSL

The DSL will then ask you to record your concern on CPOMS.

Write down the disclosure in full

- Include the date
- Time disclosure made
- Try to use the exact words the child used
- Complete a body map if there is a physical injury

Designated Safeguarding Lead's (DSL's)

Headteacher

Matt Ferris **ext 224**

Deputy Designated Safeguarding Lead's (DDSL's)

Cathy Pascoe **ext 225** Tracey Gordon **ext 219**

Nikki Green **ext 230** Luisa Potter **ext 207** Debbie Herridge (ASC) **07971 643850**

In the unlikely event that they are all unavailable, please contact a DSL by their mobile phone – numbers available from the school office

DSLs then need to phone the Front Door on 01452 426565. Out of hours phone the Emergency Duty Team (EDT) on **01452 614758**

If all DSLs remain unavailable speak to a member of SLT who will then need to contact:

- Children's and Families Helpdesk 01452 426565

All verbal referrals should be followed by a written referral within 24hours on a **Multi Agency Service Request Form** (Referral form) access it via:

www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols

If the concern relates to physical injury or sexual abuse then it needs to be made IMMEDIATELY. For any other child protection concerns then advice should be sought and followed.

In most cases parents/carers should be informed by the person making the referral/seeking advice that they are doing so unless there is concern that the parent/carer may have caused physical injury to a child or the child may be at risk of further harm then seek advice from the Duty Social Worker about whether the parent/carer needs to be informed of the referral.

Appendix 2

ALLEGATIONS ABOUT A MEMBER OF STAFF

If a concern about a member of staff, governor, student or volunteer has been raised by a colleague, parent or child that suggests they meet the following criteria:

- behaved in a way that has harmed, or may have harmed, a child
 - possibly committed a criminal offence against children, or related to a child, or
 - behaved towards a child or children in a way that indicates s/he may pose a risk to children.
- (Working Together 2018)

The allegation should be reported straight away to the HT provided that they are not implicated in or a witness to the incident of concern.

It is our first responsibility to ensure the immediate safety of the child or children in our care.

The Headteacher (or most senior member of staff) must inform the Gloucestershire Local Authority Designated Officer for Allegations Management (LADO) at the first possible opportunity and no investigation should be undertaken without advice.

LADO 01452 426320

The LADO ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

In Gloucestershire the LADO is Nigel Hatten, who is supported by Jenny Kadodia, the Allegations Management Co-Ordinator. If you have an Allegation Management Referral, please complete the Referral Form on the GSCE website:

<https://www.gloucestershire.gov.uk/gscp/lado-allegations/>

If you are looking for general Allegation Management advice, please contact Jenny on the following number 01452 426320.

HEADTEACHER

As above but please pass concern to the Chair of Governors
The Chair of Governors is Jane Springham

Allegations Management

Concerns about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against, or related to a child.
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.



Report their concerns

Report the concern to the most senior person not implicated in the allegation



Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.



Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigation the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues



Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, please complete the allegation management referral form via the GSCP website. [CLICK HERE](#)

The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



Further Action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018, Part4 Keeping Children Safe in Education and the South West Procedures.

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

Appendix 3

Types of Abuse

What is child abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Four main categories of abuse

Physical Abuse - A form of abuse which 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 - 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse - 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 - 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)
- ensure access to appropriate medical care or treatment

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

Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)

Appendix 4

Contextual safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Bullying

The school has a separate anti-bullying policy

Peer on Peer/ Child on Child abuse

At Kingsholm C of E Primary School and Nursery we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

ALL staff recognise that children can abuse their peers

ALL allegations will be taken seriously, At Kingsholm C of E Primary School and Nursery we understand that 'abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". (KCSIE 2021) ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues:

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment and sexual exploitation and sexting.

We understand the gendered nature of peer on peer/ child on child abuse (it is more likely that girls will be victims and boys will be perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously. Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

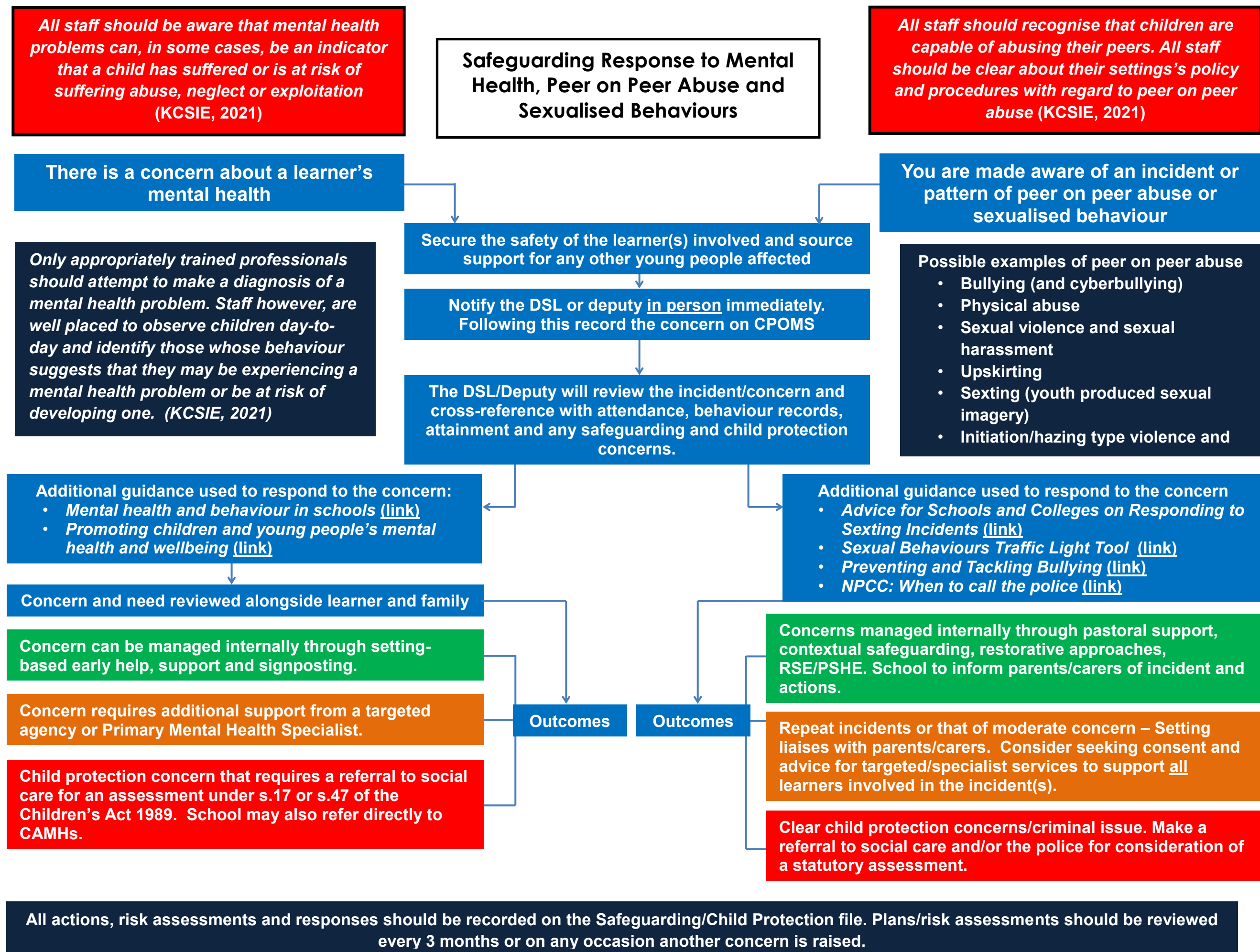
- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;

- Threats and intimidation; and
- Bullying and cyber-bullying.
- Sexual Abuse including sexting and gender based violence
- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.
- Sexual Exploitation/violence and harassment
- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead or deputy will be informed and the following process followed:



Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the RSE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home. The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child. Supervision by senior managers will be vigilant to create a protective ethos around the child. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection. School will seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Children Missing from Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage. The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Gloucestershire's Children Missing Education guidance. The school will inform the CME Team and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children.

Faith Abuse

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer serious damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

The abuse may be carried out by the child's parents or carers or others in the family network as well as by faith leaders. Sometimes faith leaders or healers are asked or paid by parents to 'exorcise' the child. The abuse usually occurs in the household where the child lives but it may also occur in a place of worship where alleged 'diagnosis' and 'exorcism' may take place.

Such abuse generally occurs when a carer views a child as being "different" and attributes this difference to the child being "possessed" or involved in "witchcraft". In some cases a spiritual explanation is sought to explain a perceived difference which is seen to violate family norms.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bedwetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession”. Where there is family stress and/or a change in the family structure or fortunes, the ‘possession’ is a way of rationalising the family misfortune.

The attempt to “exorcise” may involve severe beating, burning, starvation, rubbing chilli peppers or other substances in the eyes or on the genitals, cutting or stabbing and isolation.

Any siblings or other children in the household may be well cared for with all their needs met by the parents and carers. However, the other children may have been drawn in by the adults to view the child as “different” and may have been encouraged to participate in the adult activities.

In a family where a new baby is expected it may be necessary to undertake a pre-birth assessment as well, as in some cases there is a belief that the ‘spirit possession’ can be passed on by a child to an unborn child.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession HM Government (2007)

Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

The Prevent Duty, Departmental advice for schools and childcare providers DfE (June 2015)

Revised Prevent Duty Guidance: for England and Wales HM Government (July 2015)

Private Fostering Arrangements

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any ‘Private Fostering’ arrangements

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

Preventing youth violence and gang involvement Home Office (March 2015)

Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise. The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Substance Misuse

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol the school will follow appropriate procedures for all concerns relating to children using drugs or consuming alcohol. This is particularly important when there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the abuse continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise.

The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Child Sexual Exploitation

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

can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the Child Exploitation Checklist and follow safeguarding procedures if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Fabricated and induced illness

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

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

Children who have had illness fabricated or induced are likely to require co-ordinated help from a range of agencies such as health, social care (adults' and children's), education, schools and the voluntary and independent sectors over a sustained period of time.

Safeguarding children in whom illness is fabricated or induced HM Government (March 2008)

Gender-based violence

"Gender-based violence is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society." (Bloom 2008).

This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity, for example because they have sex with men. Men can also become victims of violence in the family – by partners or children. However, it has been widely acknowledged that the majority of persons affected by gender-based violence are women and girls, as a result of unequal distribution of power in society between women and men. Further, women and girls victims of violence suffer specific consequences as a result of gender discrimination.

Parental mental health

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure.

Teenage Relationship Abuse

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

In response to this the school will provide education to prevent future teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Information about controlling or coercive behavior in relationships is accessible from the safeguarding in education pages.

Trafficking

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Children are trafficked for:

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

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

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

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians

- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

It is important to remember that children who have been trafficked may find it hard to understand that what's happening is abuse - especially if they have been groomed. A victim of grooming may believe they are in a relationship with their abuser and be unaware that they are being exploited. Children may not understand that child trafficking is child abuse and that they've done nothing wrong. They might think they played a part in their abuse or they're guilty of breaking the law.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police (Home Office, 2016).

- If you think that a child may be at risk of female genital mutilation or if you suspect that FGM has already happened, even if it's not recently, you must seek help and advice.
- Call the FGM helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk.
- If you think a child is at immediate risk call the police on 999.

Forced Marriage

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.

It is essential that we take action without delay.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance. The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

Outside Agencies

Kingsholm C of E Primary School will be working with statutory health providers who will be delivering mental health service delivery to pupils within the school.

Written by	Matt Ferris – Headteacher Cathy Pascoe – Child and Family Support Manager
Policy reference material, guidance or link policies	<u>Related school policies & guidance</u> Anti-bullying, Attendance, Behaviour, Online Safety, Early Help Offer, Health and Safety, Safe Working Practice, SEND Policy, PSHE; Educational Visits and staff handbook. <u>Other related policies & guidance</u> * HM Government - Working Together to Safeguard Children * Department for Education - Keeping Children Safe in Education statutory guidance for schools and colleges * Department for Education - Protecting children from radicalisation: the prevent duty * HM Government - Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism * HM Government - Revised Prevent Duty Guidance: for England and Wales * Foreign & Commonwealth Office and Home Office - Forced marriage Information and practice guidelines for professionals protecting, advising and supporting victims * Department for Education - Safeguarding children in whom illness is fabricated or induced * Department for Education - Child sexual exploitation; Definition and guidance for practitioners, local leaders and decision makers working to protect children from child sexual exploitation * Gloucestershire County Council – Private Fostering Information for professionals in the Education, Health and Social Care fields * Gloucestershire Safeguarding Children Executive – Gloucestershire County wide Joint Protocol * HM Government - Multi-agency practice guidelines: Handling cases of Forced Marriage
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