

Lydbrook Primary School

(including Robins Nursery)

Safeguarding Child Protection Policy and Offer of Early Help

Where anything is Possible

Policy Reviewed:	Annually
By:	Full Governing Body
Agreed:	09/12/2020
Next Review:	Autumn 2021

Related Policies

- Anti-bullying
- Behaviour
- Positive Handling
- Intimate Care
- Safer Recruitment
- Safer Working Practises
- Acceptable Use
- Health and Safety
- Business Continuity Plan

Rationale

Lydbrook Primary School fully recognises its' responsibilities for safeguarding children. We believe that all children have the right to be completely secure from both the fear and reality of abuse. We believe that the health, welfare and safety of children is paramount and that they have a human right to be protected from abuse of any kind regardless of age, gender, ethnicity, disability, sexuality, gender identity, or beliefs. We recognise that we are well placed to observe outward signs of abuse, changes in the behaviour of children or a failure to develop or thrive. We are committed to protecting children from harm and always act in the interest of the child. Our policy applies to all staff, governors, visitors and volunteers working at the school. In line with Keeping Children Safe in Education (2020) we understand that all staff retain responsibility for safeguarding, and no one should assume that someone else is taking action.

The **DSL or DDSLs should always be available** to discuss safeguarding concerns. We aim to ensure that at least the DSL or the DDSL are on site at all times. However, on the rare occasion that they are not on site then at least one will be available on the phone during school hours.

Designated Safeguarding Lead (DSL)
Safeguarding Governor
Deputy DSL

Simon Lusted (Headteacher)
Jeanne Warne
Laura Symonds

This policy will be reviewed annually or in response to an incident or whenever there are changes in law and following training.

Everyone employed at our school has a responsibility in relation to child protection. Schools play a vital role in safeguarding children; working in partnership with other children services. Staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the Local Safeguarding Children's Executive.

We also care for children who have been abused and try to understand their problems. We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. When at school their behaviour may be challenging. The school will endeavour to support the pupil through:

- The content of the curriculum;
- An ethos that provides a supportive and secure environment;
- A school behaviour policy that is aimed at supporting vulnerable pupils: that ensures that pupils know that some behaviour is unacceptable but also that they are valued and not blamed for any abuse that has taken place;
- Ensuring the correct transfer of information to other schools;
- Liaising with other agencies such as social care.
- An emphasis on providing early help

As part of Lydbrook School's 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 will:

- 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.

Aims

We believe that safeguarding children is everyone's responsibility. Therefore we strive to:

- Achieve an atmosphere where children feel secure, are listened to and valued.
- Provide a range of adults who children can approach for help.
- Recognise signs and symptoms of neglect and abuse.
- Provide clear guidelines, lines of communication and procedures for staff and parents.
- Work closely with parents and other agencies.
- Follow local guidelines in referring suspected cases of abuse.
- Monitor children at risk and liaise with other agencies.
- Contribute to prevention of abuse through teaching that raises awareness and builds self-confidence.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse

There are ten main elements to our policy:

1. Responding to the guidelines and procedures of other agencies and ensuring we meet the requirements of statutory regulations and under our Duty to Refer, inform the DBS of any adults that, under their guidelines, cause us concern.
2. Definitions of abuse and signs of abuse
3. Establishing a safe environment in which children can learn and develop.
4. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
5. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
6. Procedures for identifying and reporting cases, or suspected cases, of abuse.
7. Supporting pupils who have been abused, in accordance with his/her agreed child protection plan.
8. Peer to peer abuse

- 9. School early help offer
- 10. Staff training and development

1) Legislation and Guidance

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Gloucestershire Safeguarding Children Executive Inter-agency Child Protection and Safeguarding Children Procedures
- Working Together to Safeguard Children 2018
- Dealing with Allegations of Abuse Against Teachers and Non-Teaching staff (DfE 2012)
- Guide to Safer Working Practice
- Keeping children Safe in Education (Updated September 2020)
- The Prevent Duty-June 2015 (updated March 2016)

Keeping Children Safe in Education (DfE 2020) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Executive. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education places the following 'role' on all schools:

- School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
- Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- **All** school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- **Any staff member** who has a concern about a child's welfare should follow the Gloucestershire Safeguarding Children's Executive referral processes. Staff may be required to support social workers and other agencies following any referral.
- **All staff must not assume** someone else is taking action and sharing information that might safeguard a child.
- The Teachers' Standards 2012 state that teachers, including Headteacher's, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

School's response

- The school will follow the guidelines and procedures of the Gloucestershire Safeguarding Children's Executive. There is a display in the staff room so that all staff can easily access guidance and advice. Latest guidance can be viewed at www.gscb.org.uk/handbook
- The DSL receives alerts to any procedural changes and training opportunities
- The DSL will carry out LA safeguarding audits each year and ensure any action points are carried out
- The DSL will ensure that staff training on Child Protection is up to date.
- The DSL will ensure that Safer Recruitment training is up to date.
- The DSL will take responsibility to raise awareness for safeguarding to include information sharing with teachers and school leaders about the welfare and child protection issues that children in their school have experienced with a view to better understanding how to best support these children in school.
- The Headteacher (HT) will ensure that the Single Central Record and Safeguarding Policies are up to date.
- The HT will ensure that policies and procedures for Safeguarding and Child Protection are put into practice.
- The HT will ensure that new staff members and governors will receive Safeguarding procedure information and training.
- The Governors and HT will take appropriate action in relation to the findings of an investigation into allegations of abuse, consistent with its duties to protect the safety of children and uphold a fair process for staff, students and volunteers.
- Head will ensure all staff have read "Dealing with Allegations of Abuse Against Teachers and Non-Teaching staff (DfE 2012) and "Safer Working Practices".
- Where an allegation against staff is founded, the incident will be reported to the DBS under the 'Duty to Refer'.
- As well as undertaking training every 3 years all staff will receive regular updates on safeguarding through staff meetings and INSET
- **Any** child may benefit from early help, but all staff should be 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 Education Health and Care plan)

2) Definitions of Abuse

An abused child is a boy or girl under the age of 17 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child. It is important that both mental and physical health are considered relevant to safeguarding and the welfare of children.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, crimination exploitation, and serious youth violence.

Indications of abuse and neglect

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 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 by another child or children.

Physical Abuse

Physical injury to a child, including deliberate poisoning, hitting, shaking, throwing, burning or scalding, drowning or suffocating or otherwise causing physical harm. Where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent; or they violate the social taboos of family roles.

Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger including cold or starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

Domestic Abuse

It is now generally acknowledged that domestic violence is a child protection issue. Children who witness domestic violence are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in dealing with these children. Information needs to be shared confidentially within school on a "need to know" basis.

Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

Both CSE and CCE are both forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, male or females and children or adults. CSE involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. This may take many forms ranging from the seemingly "consensual" relationship to serious organised crime by gangs and groups.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines and other form of "deal line"

Annexe A of KCSI 2020 provides information on CSE, CCE and County Lines which can be used to assist schools in identify children at risk of this form of abuse. Further information on the

signs of a child's involvement in county lines is available in guidance published by the Home Office.

Faith Abuse

Within faith communities, harm can be caused by the inappropriate use of religious belief or practice. This can include the misuse of the authority of leadership or penitential discipline, oppressive teaching, or intrusive healing and deliverance ministries. Any of these could result in children experiencing physical, emotional or sexual harm.

Female Genital Mutilation

Female Genital Mutilation is illegal and is prohibited; refer to the Home Office Violence against Women and Girls 2013 (updated 2016) documentation. It is acknowledged that some families see FGM as an act of love rather than cruelty. FGM causes significant harm both in the short and long term and constitutes physical and emotional abuse to children and is unlawful in this country. Accessible, acceptable and sensitive Health, Education, Police, Social Care and Voluntary Sector services must underpin the protocol. All agencies should work in partnership with members of local communities, to empower individuals to develop support networks and education programmes.

Peer on Peer abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken. Reference can be made to Public Health England guidance "Mental Health and Behaviour in Schools. This will help staff make the link between mental health concerns and safeguarding issues.

Training for senior mental health leads will be available to help introduce or develop a whole school approach to mental health and will be funded for all state schools by 2045.

Signs of Abuse

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth

- Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising
- Bite marks
 - Burns and scalds
 - Cigarette burns
 - Unresponsiveness in the child
 - Soiling and wetting
 - Change in behavioural patterns
 - 'Frozen' look
 - Attention seeking
 - Apprehension
 - Antisocial behaviour
 - Unkempt appearance
 - Sexually precocious behaviour
 - Sexualised drawings and play
 - Sudden poor performance in school
 - Poor self-esteem
 - Self-mutilation
 - Withdrawal
 - Running away
 - Reluctance to return home after school
 - Resistance to PE (undressing)
 - Resistance to school medicals
 - Difficulty in forming relationships
 - Confusing affectionate displays
 - Poor attendance – repeated infections etc.

Key indicators which may signal that children are at risk from, or are involved with serious violent crime may include:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance
- Signs of self harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts that could be associated with criminal networks or gangs

3) Establishing a safe environment

- All staff receive Safeguarding Policy and Procedure training upon induction.
- All staff will receive updates and amendments information as part of staff meetings.
- A Code of Conduct for Safeguarding ("Guide to Safer Working Practices") will be clearly established and maintained.
- Safeguarding Issues will appear as a regular agenda item at the Governing Body Meetings.
- Monitor and maintain class behaviour files and the impact of the Behaviour Policy to ensure that the school is a caring, calm and safe place for pupils.
- Ensure our training is up to date and be aware of 'new' issues in safeguarding (Faith Abuse, Gang and Youth Violence, FGM, Gender Based Violence, Mental Health, Private Fostering, Radicalisation, Sexting, Teenage Relationship Abuse, Trafficking), Peer on Peer abuse.

- Refer to the documents 'Guide for Safer Working Practices' and 'Keeping Children Safe in Education' and the GSCE when formulating policy and procedure to ensure we are consistent.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Maintain a school ethos, which promotes a positive, supportive and secure environment and gives the pupil a sense of being valued.
- Ensure staff, SLT and Governors understand the Code of Conduct. Maintain an ethos where adults work for the benefit of pupils' safety and feel confident to promote this ethos at all times.
- Ensure children know that there are adults in school whom they can approach if they are worried.
- Where it is recognised and agreed that a pupil may 'need space' and 'time out' teachers will use the designated area outside the Headteacher's office . If this is not available, a pupil will be asked to go to another classroom with a different teacher.
This time out space will be monitored by nearby staff. The pupil may calm of their own accord and return to the class or another staff member may be needed to help the child; according to circumstance and context.
- Members of staff are trained in Team Teach and will use de-escalation techniques to manage a situation in the first instance; ensuring that the individual pupil and the rest of the pupils are safe.
- In our small school, where a pupil is unable to become calm and safe and the smooth and effective running of the school is being compromised we will call the parents to help us resolve the situation.
- For vulnerable pupils, we will work with parents and agencies (including the Early Help Offer) to reduce anxiety, improve behaviour, change circumstances etc. Where we believe a Child is Missing in Education, we will contact the LA.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- Aware of the importance of challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

4) Follow Safer Recruitment Practices in checking the suitability of staff and volunteers to work with children.

- In Line with Keeping Children Safe in Education (2020), the Headteacher is the DSL and the Deputy DSL is Laura Symonds (Early Years' Lead)
- The Headteacher and at least one Governor have completed the Safer Recruitment Training. This is updated every 5 years.
- Ensure safer recruitment practices are always followed. This is detailed in the Policy for Safer Recruitment.
- Ensure that where appropriate helpers are DBS checked or are in the process of being checked. No adult is to be left alone unsupervised with a pupil or group without a DBS
- We will clearly state in our adverts that the School has a Child Protection Policy which is adhered to.
- The Child Protection Policy will appear on our website so that parents and the community are aware of our expectations.
- We expect all candidates to complete a standard Gloucestershire application form when applying for a position at the school.
- Following the recruitment process will only appoint a candidate when we have checked pre-employment, DBS and the barred list, verified ID, the right to work in the UK, qualifications and completed any necessary overseas checks.
- The school administrator, overseen by the DSL, will maintain the Single Central Record and complete the Prohibition Checks.

- It is the Headteacher's responsibility to ensure that these checks have been undertaken.

5) Raise awareness of child protection issues and equip children with the skills needed to keep them safe.

- The Headteacher will ensure that all staff receive child protection training every 3 years, and in addition regular updates through staff meetings and INSET
- The DSL and Safeguarding Governor will receive multi-agency training every 2 years.
- Ensure that on induction all staff are alerted to the contents of this policy, as well as the school's code of conduct.
- Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children Act, 1989, this definition has been extended to include '*or may suffer in future*'.
- As staff we will ensure our CP training is up to date and that we are aware of the signs of abuse.
- Ensure we have a Designated Safeguarding Lead who has received appropriate training and support for this role. The DSL is Simon Lusted (Headteacher)
- Ensure we have a governor responsible for Safeguarding. The nominated governor is Jeanne Warne
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensure all staff understands their responsibilities in being alert to the signs of abuse and their responsibility to refer any concerns to the DSL.
- Ensure that all parents have an understanding of the responsibility placed on the school and staff for child protection by publishing this policy on our website.
- Maintain the rigorous approach to E-SAFETY within the school.
- Maintain the ethos of a listening and trustworthy environment for the children. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.
- Practice safe caring by being aware of situations that could be misconstrued. For example, avoid being alone with a child, ensure doors are open.
- Complete a My Plan/My Assessment where it is recognised that a pupil's needs could be met through this level of support. A Family Support Worker, employed by the school should maintain confidentiality in their work BUT MUST always share information with the DSL where a child could be at risk.
- Children may feel they will not be believed, or that they will be punished. Staff might need to say that whatever has happened, it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child.
- Making it clear to children that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"

6) Procedures for identifying and reporting cases, or suspected cases, of abuse.

Gloucestershire LA Child Protection Procedures

Staff should follow Gloucestershire Safeguarding Children's Executive procedures as outlined in the Gloucestershire Safeguarding Children's Executive handbook. Up to date regulations and procedures, must be referred to, and are available on-line at <http://www.GSCE.org.uk>

Guidelines

In reporting concern or suspicion, all adults in school must follow the following procedures.

- Complete a log on My Concern (the school's electronic system for recording safeguarding issues. On induction all members of staff will be issued with a username and password for My Concern and will have access to training in the use of the system. They should record the nature and circumstances surrounding the concerns. The record will be confidential and will be seen by the DSL and DDSL who will be responsible for categorising the incident and dealing with the concern.
- Consult with the DSL.
- Do not promise the child that it will be kept a secret.
- Listen carefully to the child, being non-judgemental.
- Staff should not assume a colleague will take action.
- Do not speak to the parents yourself.
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children then:
 - This should be referred to the Headteacher
 - Where there are concerns/allegations about the headteacher, this should be referred to the chair of Governors
 - Consideration must also be given to transferable risks where a member of staff (including supply staff and volunteers) may have behaved in a way that indicates that they may not be suitable to work with children.
 - Any allegation, including low level concerns, must be dealt with promptly, consistently, appropriately in conjunction with other agencies even if the school is not the employer of the individual

Full guidance regarding such allegations can be found in Part 4 of KCSI 2020.

The DSL will then continue to follow the Child Protection Procedures as outlined in the Gloucestershire Safeguarding Children's Executive handbook

www.GSCE.org.uk/handbook

- We will follow the action prompts issued by the GSCE; displayed in the staffroom and in the Safeguarding File.
- Unless it would endanger the child to do so, the DSL will inform the parents that an allegation has been made and that it will be referred to the Safeguarding team. At all times, the safety, protection and interest of the children concerned will take precedence
- The DSL will refer all allegations where it involves a person working in a school or with direct contact with children to the Local Authority Designated Officer; **LADO (Nigel Hatten, GSCE)** by telephone **(01452 426994)** on the same day, followed up in writing. The DSL will discuss the concern, and advise Safeguarding Children team of both the contents of the 'Suspected Abuse' and the discussion with parent/carer.
- The reporting teacher will be told of any further action taken i.e. Social Service referral, monitor etc.
- If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed. Staff may be required to provide statements and attend a Child Protection Conference.

- Full written records of all reported incidents will be produced and maintained. A Chronology form will be used and the stored Information recorded will include full details of the alleged incident. Details of all the parties involved, any evidence or explanation offered by interested parties, relevant dates, times, locations and any supporting information or evidence from members of staff. We will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- The Chronology form will be stored securely and will help to ensure that information over time is recorded and referred to when required.
- DSL is responsible for ensuring that written records are dated, signed and kept confidential.
- Sharing information will have considerations with regard to the Data Protection Act 2018 and GDPR. The publication Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers and the guidance Data Protection: toolkit for schools supports staff who have to make decisions about sharing information.
- Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

If a staff member is worried that their concerns are not being addressed the school has adopted the county's new resolution of professional disagreements in work relating to the safety of children. Their Escalation Policy is available on the website www.GSCE.org.uk

In the unlikely event of all DSLs not being available to deal with an emergency involving Child Protection issues, then the member of staff must contact GSCE themselves directly through the helpdesk. This would only occur in extreme circumstances. GSCE guidelines for reporting concerns are displayed in the staff room, and are contained in the class safeguarding folder. It is the policy of Lydbrook School that two members of designated staff will consult and discuss the nature of any reported concern and make a joint decision as to the course of action to be followed. The reporting member of staff will be informed of this and any subsequent follow up.

Reasons for Following Procedures

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff members are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in future'. Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Opportunities to teach safeguarding

Relevant issues will be covered through Relationships Education which was made compulsory in September 2020 with flexibility to decide how these duties are discharged within the first year of compulsory teaching due to the additional and unanticipated burden on schools of the Coronavirus pandemic.

Children potentially at greater risk of harm

This may include children who need a social worker, children requiring mental health support, Looked after children and previously looked after children. It is important that all agencies work together and prompt action is taken when necessary.

Records

The Child Protection records are held in a secure place (on My Concern) by the Headteacher and the designated member of staff. The records are exempt from the disclosure provisions of the Data Protection Act 1984 and the Education (school records) Regulations 1989.

The School will monitor pupils named on a Child Protection Plan and the designated staff will keep records of any causes for concern of children not currently on the register. This confidential information is located in a secure place. If a child moves school these files are given to the new schools' DSL in line with GCC guidelines.

The School aims, where possible, to be represented at all core meetings and case conferences. These multi agency meetings are crucial to the protection of children. It is vital that all relevant information and detail is available to the designated teacher for discussion at these meetings

7) Supporting pupils who have been abused, in accordance with his/her agreed child protection plan.

We will:

- Recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliated and have 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 clear and fair expectations, adult support for listening (e.g. an adult with whom the child feels safe) and recognising the child's needs.
- Ensure all records are kept securely and marked 'strictly confidential'.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Liaise with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Notify social services if there is an unexplained absence of more than 2 days of a pupil who is on the child protection register.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Keep secure lists of children causing concern (on My Concern). This includes all children, who, for whatever reason, need to be monitored. Staff will be kept informed of any child in their class who is on this register. Teachers must inform the Headteacher of any changes/additions so that this list can be kept up to date. This list is kept in the Headteacher's Office.
- Utilise a range of agencies and support groups in upholding its safeguarding policy.

8) Peer to Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. At Lydbrook School, staff members are aware that safeguarding issues can manifest themselves via peer on peer abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. There are many forms of abuse that may occur between peers, some may not apply to very young children.

Upskirting

Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or

cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence and a person of any gender can be a victim.

Hazing

Initiation/hazing type violence and rituals.

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

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

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

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

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

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'.

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

Child on Child Sexual Violence and Sexual Harassment (Part 5, KCSIE, 2020)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. Sexual harassment can include sexual comments, remarks

and/or jokes and may be standalone or as part of wider abuse. It is important that all victims are taken seriously and offered appropriate support.

Staff will deal with a situation of peer abuse immediately, sensitively and in a calm manner. Staff will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff will gather the facts, consider the intent, decide on the next course of action. If they believe any young person to be at risk of significant harm a safeguarding referral to social care will be made immediately (where a crime has been committed the police will be involved). Advice from social care will be followed along with our Child Protection/Safeguarding procedures.

9) Early Help

We follow the good practice set out in the Graduated Pathway guidance of early help and support for children, young people and families. We believe in being proactive in identifying needs and ensuring that help and support are offered as early as possible.

The school's DSL and DDSL are responsible for coordinating early help assessments, signposting families to support from other agencies and giving information, advice and practical support to families on various matters such as:

- Getting to school on time and good attendance
- Mental or physical health issues
- Supporting parents and carers to 'get involved' with school life
- Housing and money worries
- Family relationship problems
- Bereavement and loss
- New starts and settling in
- Training, education and employment
- Parenting skills

Although in most instances it will be the DSL who is able to signpost families to other agencies all staff are aware of resources to ensure families receive the right help at the right time.

10) Staff Training and Development

The DSL regularly attends GSCE forums. All staff receive safeguarding training on a three yearly basis, two yearly for DSLs. In addition they receive annual updates on an INSET day.

Safeguarding is regularly on the staff meeting agenda and is also on the agenda for every governors meeting, so that the Headteacher can raise awareness of current issues including:

- Faith abuse
- Gangs and youth violence
- Gender based violence
- Mental health
- Private fostering
- Radicalisation (see Prevent Duty)
- Sexting
- Teenage relationship abuse
- Trafficking

The school encourages a culture in which every member of staff is aware of and accepts appropriate responsibility for the safeguarding of children. A display is kept in the staff room with policies, procedures and current updates.

Useful resources

LIVE' Child Protection Handbook for Educational setting which can be found at www.GSCE.org.uk/handbook)

Early Help

Working with agencies for Early Help Offer:

https://www.gscb.org.uk/media/2097331/gcc_2387-early-help-practice-guide_digital_dev6-v2-070420.pdf

The graduated pathway of early help – information for practitioners:

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=32>

Glofamilies Directory:

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/home.page>

Domestic Abuse

If children are in homes where a DA incidence occurs, the school refers them via the help desk **01452 426565** for MARAC (multi agency risk assessment committee)

Child Sexual Exploitation

The Screening Tool and Guidance Notes can be found on the GSCE website by <https://www.gscb.org.uk/media/2088647/cse-screening-tool-dec-2018.docx>

The school will use the screening tool and follow the protocol by contacting the helpdesk. The LA is represented on the Public Protection Bureau as a sub group. We can contact this agency directly **01242 2768446**. Parental consent is not necessary but it can be helpful to fill out the form with them.

Female Genital Mutilation (FGM)

Most common in 5 – 15 year olds; girls may talk of 'becoming a woman' or a 'spiritual journey'. This may be couples with a request for holiday or a disappearance. An information leaflet is in the school staffroom; as a school all staff need to understand the term and the clear message that it is not acceptable practice which must be reported. The head and a governor have completed the DFE, FGM training.

Call the Children's Helpdesk **01452 426565** or the Police on **101**

Contacts & Advice

- New FGM Lead – Jo Mercurio
- Other useful contact - Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator at (faye.kamara@gloucestershire.pnn.police.uk) who co-ordinates domestic abuse for the Police.

Child Trafficking and Forced Marriages

This can be between ANY point – not just across borders but within towns and villages. Staff need to be alert to the conversations.

A Forced Marriage Protection Order, the UK Border Agency can be used to prevent a child being moved for a forced marriage.

Call the Children's Helpdesk **01452 426565** or the Police on **101**

Radicalisation and the Prevent Duty

The head and Business manager have attended training on Radicalisation. The school has also adopted the "Pink" curriculum for PSHCE to ensure that pupils are taught British values such as tolerance, the rule of law and democracy.

Child Death Process

Panel of SLT meets immediately/ ASAP. There is Traumatic Death Guidance advice for school staff.

Mental Health

Suicides/ near suicides/ pupils self-harming; primary school staff needs to be aware and listening to pupils who are talking about harming, wanting to kill themselves, wishing they were dead. It is an indication of concern and mental health.

CYPS professional helpline **01452 894272** for when a child needs help.(Fiona Quan)



Saneline

BOOST – esafety package to present information to parents and pupils.

Gloucestershire's Online Pupil Survey – use this to identify trends/ issues in the school and act .

MASH (Multi Agency Safeguarding Hub)

Make sure you have high quality information and any logged information.

- Be specific about the help you need
- Call ASAP after the disclosure
- Use the locality number or the Children's help desk. **01594 820490**
- Fill in a MARF (multi agency referral form) [New multi agency service request forms..doc](#)

MASH team need to meet to review the information and RAG rate next steps.

RED – Section 47 – action within 4 hours

AMBER – Section 17 – action within 1 day

Green – action within 2 days

Glossary of Terms

CEOP	Child Exploitation and Online Protection Centre
CIN	Children in Need
CP	Child Protection
CSE	Child Sexual Exploitation
CWD	Children with Disabilities
CYPS	Children & Young People's Service (the combined children's services from the former Social Services and Education)
DA	Domestic Abuse
DARP	Domestic Abuse Referral Process
DBS	Disclosure and Barring Service
DOE	Department of Education
DSL	Designated Safeguarding Lead
ESCALATION	Resolution of Professional Differences (Escalation) Policy
FGM	Female Genital Mutilation
GASB	Gloucestershire Adult Safeguarding Executive
GDAS	Gloucestershire Domestic Abuse Services
GDPR	General Data Protection Regulation
GPPB	Gloucester Public Protection Bureau
GSCE	Gloucestershire Safeguarding Children Executive
KCSIE	Keeping Children Safe in Education (2020)
LA	Local Authority
LADO	Local Authorities Designated Officer
LT	Locality Team (Hub)
MAPPA	Multi Agency Public Protection Arrangements
MARAC	Multi Agency Risk Assessment Conference
MASH	Multi Agency Safeguarding Hub
R&AT	Referral and Assessment Teams
SCR	Single Central Record
SCS	Safeguarding Children Service (Previously known as the Child Protection Unit)
Section 17	A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.
Section 47	If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable a decision to be made to decide whether action should be taken to safeguard and promote the child's welfare.
Section 20	Under Section 20 of the Children Act 1989, the local authority has a duty to accommodate such children in need in their area.
Section 31A	Where a child is the subject of a care order, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs.
Section 175 Section 157(f or academies/in dependent schools)	Section 175/157 of the Education Act 2002 came into effect on the 1st June 2004. Section 175/157 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children.
TST	Targeted Support Team

Approved by FGB - 9th December 2021