



Child Protection Policy from 1 September 2023

Governor Committee Responsible:	Full Governing Body	Governor Lead(s):	Lesley Crompton
Status	Statutory	Review Cycle	Annual
Last Review	July 2023	Next Review Date	July 2024
<i>Date Policy Ratified</i>	<i>FGB meeting 18 July 2023</i>		

The safety and welfare of children is everyone's responsibility. As such, *anyone* may make a referral to social care.

If you think a child is at immediate risk of significant harm, contact:

The MASH on 01452 426565 Option 1 or the Police on 101

Who can you talk with in school?

Designated Safeguarding Lead:	Sue Selwood (Headteacher)
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Deputy Designated Safeguarding Lead:	Nick Jukes (Senior Leader)
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Deputy Designated Safeguarding Lead:	Lara MacKenzie (SENDSCO)
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During school closure please follow the school's usual child protection arrangements. If any of the safeguarding leads are not in school, they can be contacted at home on the following numbers:

Sue Selwood DSL – 07962 160552 Nick Jukes DDSL – 07738 378081 Lara MacKenzie – 07712 812188

For professional advice:

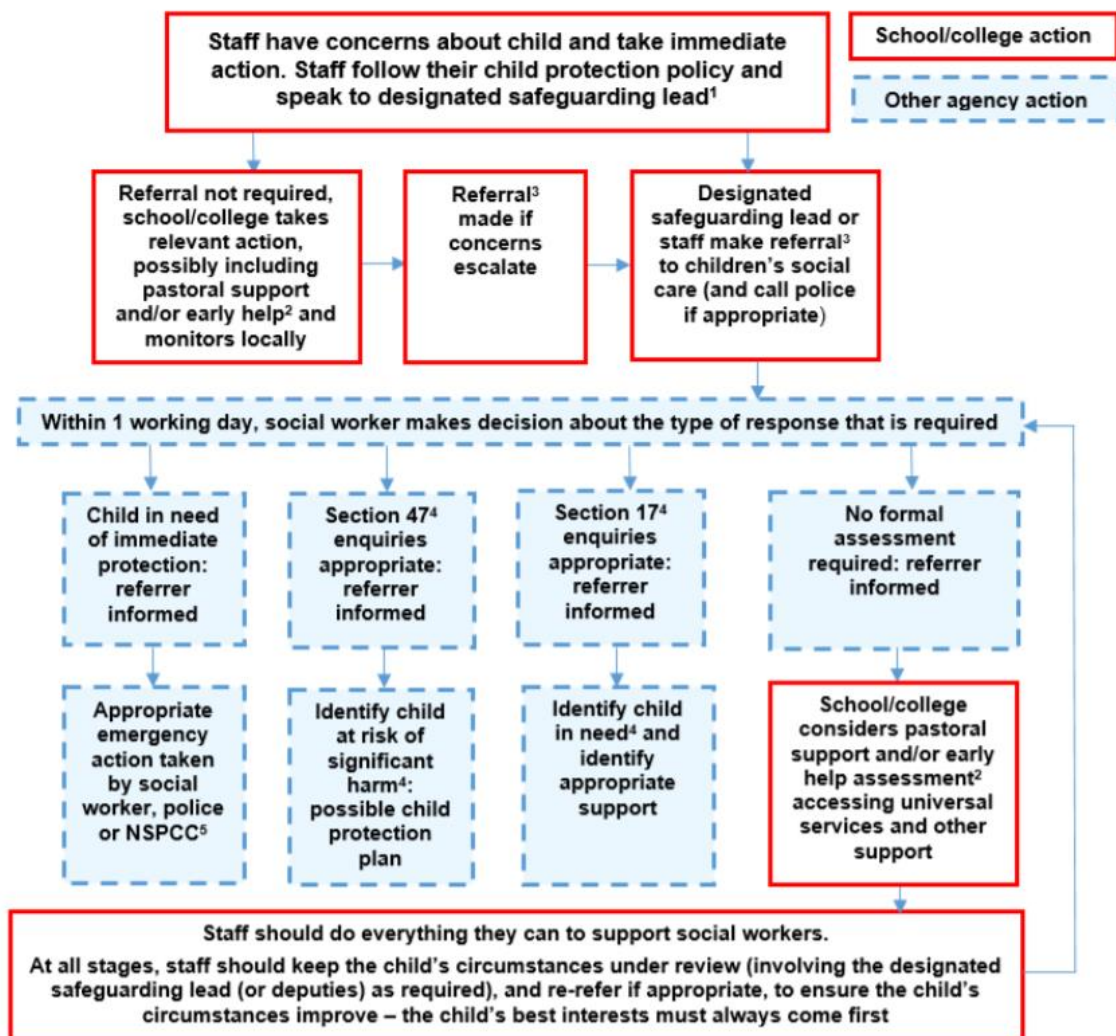
Children's Practitioner Advice Line 01452 426565 (Option 3)

Cheltenham Community Social Worker 01452 328246

Flowchart of Actions – from KCSIE

These actions should be followed for all concerns include those deemed as ‘low-level’.

Actions where there are concerns about a child



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Introduction

The school recognises its explicit duty to safeguard and protect children from abuse. The overall intention behind the school's Child Protection Policy is underpinned by the fundamental principle of the Children Act 1989:

'The welfare of the child is paramount'. 'There can be no issue of greater importance to parents and carers, or to schools, than the safety of their children.'

Safeguarding in schools: best practice – Ofsted Published September 2011

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications, specifically: 'Working Together to Safeguard Children' September 2018, updated July 2022, and 'Keeping Children Safe in Education' September 2023. (KCSIE)

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

In addition, the governing body is aware of its obligations under the Human Rights Act 1998 21, the Equality Act 2010, the Public Sector Equality Duty and local multi-agency safeguarding arrangements.

We recognise that **all adults**, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Staff must not assume that someone else is taking action and sharing information that might safeguard a child.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)

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

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

Legal Framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989 and 2004 amendment
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Serious Crime Act 2015 (Section 5B,11 of the FGM Act 2003)
- The Rehabilitation of Offenders Act 1974
- The Equality Act 2010
- The Human Rights Act 1998
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'What to do if you're worried a child is being abused'
- (2016) 'Multi-agency guidance on Female Genital Mutilation'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Working together to safeguard children'
- DfE (2023) 'Keeping children safe in education'

The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence.
2. To provide an environment in which children and young people feel safe, secure, valued and respected. They feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children. To inform all staff of their responsibilities in identifying and reporting possible cases of abuse and to comply with the requirements of Keeping Children Safe in Education and this policy.
4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

5. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
6. To ensure the school's IT systems enable a correct level of filtering and monitoring, that all children are taught about internet safety and parents are supported with information to keep children safe online at home.
7. To develop a structured procedure within the school that can be followed by all members of the school community in cases of suspected abuse and to signpost further information where necessary.
8. To ensure clear records are kept of any safeguarding concerns and actions, including any early intervention for concerns which do not meet the harm threshold.
9. To ensure pupil safeguarding data is transferred within 5 days of a child moving to a new educational setting or within 5 days of the start of a new term.
10. To ensure that all staff working within our school have been checked as to their suitability, including verification of their identity, qualifications, a satisfactory criminal records check (according to guidance), and where appropriate a check of their online identity.
11. To ensure a single central record for all staff checks is kept as a live document and available for audit.
12. To carry out a risk assessment for volunteers to ensure the appropriate level of checks are carried out.
13. To ensure that external providers using the school's facilities adhere to the school's safeguarding procedures.

Definitions

Safeguarding and promoting the welfare of children means:

- › 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
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)
- › Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- › The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing or absent from education for prolonged periods and/or repeat occasions
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

Safe School, Safe Children, Safe Staff

At CKJS, we encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, and put in place procedures to protect them.

We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

1. There is a Child Protection policy together with a staff code of conduct (behaviour) policy.
2. The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
3. Inform short-listed candidates that online recruitment checks may be carried out.
4. The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
5. A senior leader has Designated Safeguarding Lead (DSL) responsibility.
6. The school will aim to ensure the DSL or DDSL is always available. Should this not be the case, the DSL or DDSL at Charlton Kings Infant school should be contacted for advice.

7. On appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years.
8. All other staff have Safeguarding training updated at least every 3 years, on induction and through frequent updates from the DSL including at least an annual update.
9. Governors – members and trustees, receive appropriate safeguarding and child protection training at induction.
10. A member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
11. Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website and by other means.
12. The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal, social, health and education (PSHE) and through relationship and sex education (RSE).
13. Preventative education prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment and this is supported by the school's behavior policy.
14. All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
15. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
16. Community users organising activities for children on the school site are aware of, and required to follow, the school's child protection guidelines and procedures.
17. We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO² for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)³ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
18. Children will be supported in accordance with their child in need (CIN) or child protection plan.

All Staff

All staff will:

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- › Sign a declaration at the beginning of each academic year to say that they have reviewed and understood the guidance.
- › Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- › Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy, including the expectations, applicable roles and responsibilities in relation to

² LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

³ Contact the LADO for guidance in any case

filtering and monitoring, and the safeguarding response to children who go missing from, or are absent from, education.

- › The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- › The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- › The fact that children can be at risk of harm inside and outside of their home, at school and online.
- › The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.
- › What to look for to identify children who need help or protection.

The role of the Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is the Headteacher, Sue Selwood. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours the DSL should still be contacted if there is a safeguarding concern. Contact details can be found on the front page of this policy.

When the DSL is absent, the deputy DSLs will act as cover: Nick Jukes (Pastoral Lead) and Lara MacKenzie (SENDCO).

If the DSL and deputies are not available, Katie James (Headteacher and DSL at Charlton Kings Infant School) will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- › Provide advice and support to other staff on child welfare and child protection matters.
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- › Contribute to the assessment of children.
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- › Have a good understanding of harmful sexual behaviour.

- › Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL/DDSLs will also:

- › Keep the headteacher informed of any issues.
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and DDSLs are set out in their job description.

The governing board

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- › Appoint a governor (currently Lesley Crompton) to monitor the effectiveness of this policy in conjunction with the full governing board.
- › Ensure all staff and governors undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- › Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- › Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

Confidentiality

Confidentiality and data protection are critical with respect to safeguarding. Please see the school's policies regarding these arrangements.

Note that:

- › Timely information sharing is essential to effective safeguarding.
- › 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.
- › The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

- › Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL (or one of the DDSLs)

Procedures and Making a referral – see flow chart on page 2.

It is the responsibility of **all staff** to protect children by reporting any concerns they may have with regard to child protection either to the DSL, DDSL or directly to the Multi Agency Safeguarding Hub at the local authority (MASH). Anyone can make a referral to MASH.

Where there is concern that a child is at immediate risk of harm, or is already suffering from harm, **immediate action** will be taken by contacting MASH or the police.

It is usual that children who are being abused will only tell people they trust and with whom they feel safe. In the event of a child making a disclosure, the staff member should:

1. Stay calm and reassure the child that they have done the right thing and that they are not to blame.
2. Listen to what the child says and explain they will have to tell other people in order to stop what is happening.
3. Ensure they are quite clear about what the child says but keep questions to a minimum. Encourage the child to use their own words. (The law is very strict and a child abuse case can be dismissed if it appears the child has been led or words have been suggested).
4. Record exactly what the child has said by completing an incident record on CPOMS or a pink 'Form 1 – Child Protection, Welfare Concern Form' as soon as possible after the disclosure. Record facts and comments from the child not opinions. All records must be dated (and signed if on paper) and should follow in a clear chronological order.
5. Report the incident immediately to the DSL/DDSL and alert via CPOMS or pass the report on to them.
6. Maintain confidentiality. It is extremely important that allegations are not discussed with others until guidance is sought from the DSL/DDSL.
7. Follow up with your DSL/DDSL (or Social Care) if you haven't had feedback about what actions have been taken.
8. **If a child says or indicates that they are being abused or information is obtained which gives concern that a child is being abused, immediate action must be taken.**

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Contextual safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

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

Child on Child abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse and should first be considered under the school's policies for behaviour and anti-bullying. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence / sexual assaults, consensual or non-consensual sharing of nudes/semi-nudes images and/or videos (sexting), Child-on-Child exploitation, sharing of nude or semi-nude images, upskirting, serious youth violence, sexual bullying or harmful sexual behaviour.

Appropriate relationships are reinforced throughout the range of the school's curricula. In particular, the school will implement an effective pastoral programme linked to the PSHE curriculum and will deliver age-appropriate Relationships and Sex Education. Pastoral leads play a key role in supporting all children and identifying needs through the school's offer of Early Help.

All staff should be clear on the school's procedures with regards to Child on Child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

Any incidents of suspected Child on Child abuse will be managed under the school's behaviour policy – the full range of sanctions will be considered including referral to the Police. Investigation of allegations or reported incidents will be undertaken by staff members delegated by the Head Teacher. The school does not tolerate or accept abusive behaviours in any form; no such behaviours will be considered as 'banter' or 'part of growing up'.

Victims of Child on Child abuse will be supported by the school's pastoral leads in collaboration with other agencies as appropriate.

Child on child sexual violence and sexual harassment

KCSIE Part 5 provides detailed information on how to respond to reports of sexual violence and sexual harassment, including effective practice, how to assess risk, processes to follow and referrals to Children's Social Care and the Police.

Staff should manage a report as per the effective safeguarding practice detailed in this policy, ideally with two members of staff present. Where the report includes an online element, staff should be aware of [searching screening and confiscation](#) advice for schools and [UKCCIS sexting](#) advice.

For guidance see the detailed advice in [Sexual violence and sexual harassment between children in schools and colleges](#). Information about available support and links to resources can be found in the document.

Honour Based Violence (HBV)

Female genital mutilation (FGM)

For the purpose of this policy, “female genital mutilation”, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

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

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

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from personal, social and health education (PSHE).

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Withdrawal from PE/games activities for several consecutive sessions.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children’s Social Care as appropriate.

FGM is also included in the definition of ‘honour-based’ violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse, and will be treated and escalated as such. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Child sexual exploitation (CSE)

For the purpose of this policy, “child sexual exploitation” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage or increased status of the perpetrator or facilitator.

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

Charlton Kings Junior School has adopted the following procedure for handling cases of CSE, as outlined by the DfE. School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late.
- Regularly missing lessons.
- Appearing with unexplained gifts and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying changes in emotional wellbeing.
- Misusing drugs or alcohol.

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Child criminal exploitation (CCE): County lines

For the purpose of this policy, “criminal exploitation of children” is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Staff will be aware of a child missing episodes as a key indicator and that CEC

- can affect any child or young person (male or female) under the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

If staff members have any concerns that a child is missing episodes of school or is at risk of criminal exploitation, they will speak to the DSL and safeguarding procedures will be triggered, including referral to the National Referral Mechanism if considered appropriate.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties.

Charlton Kings Junior School will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the GSCE as appropriate.

The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child’s parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered Child, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?

- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Head Teacher/DSL or Deputy DSL will contact the Channel programme. They will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Charlton Kings Junior School.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Extremist speakers

When arranging a visiting speaker, the person arranging the visit will ensure they are aware of the content of the presentation so that no extremist material or views are promoted. The school will not let to any group that may promote extremist views.

Building children's resilience

Charlton Kings Junior School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

Charlton Kings Junior School is aware of a range of guidance and support mechanisms. The staff will utilise the following resources as required and in consultation with the DSL where appropriate.

- The GSCP
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime include:

- Gender (being male)
- Having experienced child maltreatment
- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Childs involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

A child missing from education CME

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. The school will ensure it has at least 2 emergency contact numbers for all pupils so that unauthorised absence can be checked in line with the school's registration procedure. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. The school's attendance officer will ensure they are fully conversant with CME guidance and will keep the HT informed on a daily basis with particular reference to any children who are identified as vulnerable through the school's VC monitoring system.

Charlton Kings Junior School will work with the Education and Entitlement team to ensure effective attendance and uses the LA's Attendance Policy and CME guidance.

Domestic Abuse

"Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

The school keeps a log of any reported incidents of domestic abuse relating to pupil's families. 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.

Transferring information between schools

Where a pupil moves to a new school, the school will use the internet system to securely transfer pupils' data. The child will remain on roll until they are accepted by a receiving organisation.

The school will hand over all child protection information to the receiving school within 5 days of that child joining the new school.

Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges (including contextual abuse), and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration.
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

If there is a concern about a child's mental health

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps on page 11.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

See the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Early Help Assessment

The school maintains constant vigilance regarding the welfare of all pupils. Named staff members work in collaboration with the Headteacher to identify any concerns. See appendix 3.

Children who may require early help

Low level concerns are any concerns (including allegations) which do not meet the harm threshold. They should be reported to the DSL/DDSL and records kept. Any reports will be considered by the DSL/DDSL and if appropriate, contact will be made with the school's Early Help Co-ordinator (EHCO) and/or further advice may be sort using Families First - Gloucestershire's programme of early help services for families.

A directory of early help services is available at <http://www.gloucestershire.gov.uk/early-help-for-families> and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

- Children identified as vulnerable are identified, monitored, supported and, where early help may be required for a family or child through a range of agencies (for example: housing, health, police, education) a Lead Practitioner will undertake an 'early help assessment'.

- Some children do not meet the threshold for referral to Social Care (see Gloucestershire’s Levels of Intervention Guidance – Working Together to Safeguard and Promote the Welfare of Children) but may need significant welfare support. CKJS has effective and established systems in place for this process.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs (with or without an EHCP).
- Children who are acting as a young carer.
- Children who are frequently missing or go missing from home or from care.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.
- Children who have been returned home to their family from care.
- Children who have a parent in prison or recently returned from prison.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

The document *What to do if you’re worried a child is being abused (Advice for Practitioners) March 2016* is available on line or in the staff room.

See Appendix 2 for more detailed information on indicators of abuse and Appendix 1 for specific safeguarding issues that can be accessed through the GSCE website.

Internet safety, filtering and monitoring

The DSL is responsible for ensuring the school has appropriate filtering and monitoring systems to ensure children cannot access inappropriate material at school. Parents will also be supported with advice on internet safety.

The school recognises the risk that pupils are exposed to inappropriate and potentially harmful material online. These can be classified into four areas:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The school uses the SWGfL to filter online information coming into school. In addition, pupils are taught how to use the internet safely and what to do if they see something that makes them feel uncomfortable. Staff and pupils are required to agree to the school’s acceptable use agreements and internet/e-safety rules.

Photography of pupils

- On entry to the school, parents/carers sign to agree the level of use of photography in their child's education at the school, in line with the requirements of GDPR. This list is updated by the school office team as required to maintain the safety and well-being of a child.

Safer Recruitment – see separate policy for additional detail

CKJS will ensure that all reasonable and practical measures are applied in ensuring that staff employed by the school, or engaged by the school (including volunteers), are suitably checked with appropriate rigour. This vital process of developing a culture of safe recruitment is enabled by the following:

1. Safer recruitment guidance outlined in KCSIE is followed and applied fully by the school.
2. All interview panels have at least one Safer Recruitment trained member. Together, these enable the school to make appropriate decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS), barred list checks and prohibition checks together with references for interviewing information. Any unsuitable behaviour will be reported using the Allegations Management Process.
3. Short-listed candidates are informed that online pre-recruitment checks may be carried out.
4. The school is vigilant in its application of the appropriate level of DBS check required and follows carefully the latest guidance contained within KCSIE, including carrying out a risk assessment to determine the appropriated level of check for adults volunteering in the school.
5. CKJS works actively with the community to promote engagement from parents, carers, volunteers and makes use of the guidance to consider the level of DBS check required.
6. As much of the work undertaken by governors requires frequent, unsupervised and often 'regulated' activity, the Governing Body has decided that all Governors will complete Enhanced DBS checks including Barred List information.

Visitors to school

- All visitors to the school must sign in at reception demonstrating they are aware of the school's key safeguarding procedures and must wear a badge at all times.
- Access levels will be determined on arrival based on their activity type with reference to the definitions of regulated and non-regulated activities and the guidance outlined in KCSIE.

Responsibilities

The role of the designated DSL/DDSLs is to ensure that this policy is upheld, child protection procedures are followed within the school and to make appropriate, timely referrals to children's social care in accordance with the locally agreed procedures. Additionally, it is the role of the DSL/DDSLs to ensure all staff are made aware of the school's internal procedures, to advise and to offer support.

Responsibilities also include:

- Referring a child if there are concerns about possible abuse, to *Gloucestershire Safeguarding Children's Partnership*, and acting as a focal point for staff to discuss concerns. Referrals should be made through the LiquidLogic Children's Portal by completing the Multi Agency Referral Form (MARF).
- Keeping written records of concerns about a child, including low-level concerns, even if there is no

need to make an immediate referral as an incident on CPOMS.

- Ensuring that all such records are kept confidentially and securely using CPOMS and are separate from pupil records, until the child's 25th birthday, and are passed on to the child's next school or college within 5 days of them starting the new setting.
- Ensuring that an indication of the existence of the additional file mentioned above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring they or the DDSL is always available (or arranging for the DSL at CKIS to act as DSL in their absence).
- Everyone is aware that children with behavioural difficulties or disabilities are at increased risk of abuse and that children from ethnic minorities may also be more vulnerable and that there are systems in school for referring vulnerable children for support and on-going monitoring.
- Robust procedures that support the collection of information related to children on entry and effective communications are in place in the school.
- Liaise with the attendance officer as children with higher levels of absence may be more vulnerable.
- Looked After Children are supported by a named, Designated LAC trained member of staff.
- Notifying the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register).
- Organising child protection on induction, annual updates and full training every 3 years, for all school staff.
- Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

Supporting Staff

All staff will receive a safeguarding induction within 7 days of employment. Through induction, all staff are aware of their role safeguarding children.

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- To support staff, the school subscribes to the Employee Assistance Programme: a confidential 24/7 telephone counselling service available to all.

Allegations against staff – all actions supported by LADO

An allegation is any information which indicates that a member of staff/volunteer/contractor may have:

- Behaved in a way that has, or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer/contractor has contact within their personal, professional or community life.

Employers have a duty of care to their employees. The Governing Body seeks to provide effective support for anyone facing an allegation. It is essential that any allegation of abuse is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. These actions, in conjunction with support from the LADO and guidance from KCSIE, are implemented in pursuit of that outcome:

- CKJS promotes a culture of on-going vigilance to ensure the safety of all and recognises its duty of care to children and to employees. Staff are aware of their duty to raise concerns about the attitude or actions of colleagues or others and to be mindful that ‘it could happen here’ (KCSIE).
- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of GSCP Guidance on Behaviour Issues, and the school’s own Behaviour policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in above, without notifying the Headteacher first.
- The school will follow GSCE procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

In the event of allegations of abuse being made against the Head Teacher where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to Nigel Hatten, the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Deputy Designated Senior Person if appropriate and make any referral via them. (See Keeping Children Safe in Education: Part Four, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a ‘need to know’ basis only.

Actions to be taken include making an immediate written record of the allegation using the informant’s words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed

on to the Head Teacher except in cases where the allegation regards the HT. In this instance, the information should be passed to the Chair of Governors.

In Gloucestershire the LADO is **Nigel Hatten**, supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators. They can be contacted on **01452 426 994** or nigel.hatten@gloucestershire.gov.uk and Tracy/Jenny can be contacted on **01452 426 320** or tracy.brooks@gloucestershire.gov.uk, jenny.kadodia@gloucestershire.gov.uk

For further information see:

http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Ring the Practitioner Advice Line on **01452 426565** (Option 3) - opening hours are 8am to 5pm, Monday to Friday) or email: childrenshelpdesk@gloucestershire.gov.uk.

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Whistle-blowing – see policy

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

Physical Intervention – see Positive Handling Policy

1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
2. Such events should be recorded and signed by a witness.
3. Staff who are likely to need to use physical intervention will be appropriately trained in the *Team Teach – Positive Handling* technique.
4. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
5. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying (including cyber-bullying) – see separate policy

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g.

cyber, prejudice based and discriminatory bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

Racist Incidents

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

1. Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
2. Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying themed events, asking children to report whether they have had happy/sad lunchtimes/playtimes.
3. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
4. Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, safe relationships work, internet safety, road safety, and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
5. Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
6. Be alert to any behaviours that could trigger concerns about a child's well-being with particular reference to FGM, CSE, CCE and Radicalisation.

Health & Safety – see separate policy

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Close vigilance of children who may be vulnerable

- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

Appendix 1 – Information and sources of support

In addition to information and sources of support identified on the GSCE website, school staff can access government guidance as required on the issues listed below via GOV.UK and other government websites: The DSL has undertaken specific Home Office training in several of the areas outlined below and other staff have also undertaken enhanced training. All staff will have been given basic training in key areas such as: CSE, CCE, FGM, Forced Marriage and Preventing Radicalisation.

- Bullying, including cyberbullying, prejudice based and discriminatory bullying
- Children missing education – and Annex A
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE) – and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and Annex A
- Forced marriage- and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)

For information only.

- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation – and Annex A
- Relationship abuse
- Consensual or non-consensual sharing of nudes semi-nudes images and/or videos (sexting)
- Trafficking

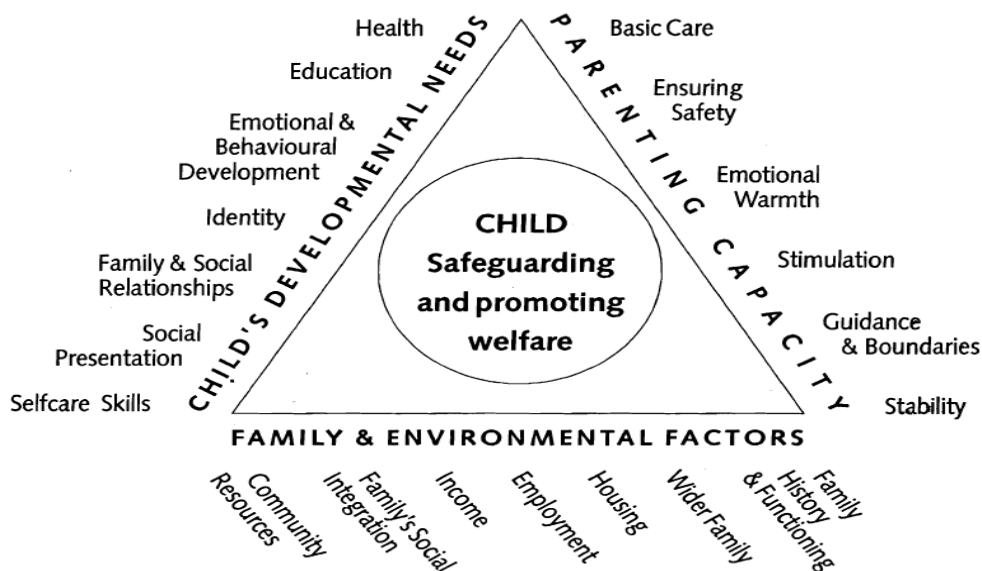
Appendix 2 Working Together to Safeguard Children 2018

The guidance sets out clearly children who require assessment of need and provision of help.

“Practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has a mental health need
- 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 into antisocial or criminal behaviour
- involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or home
- is at risk of modern slavery, trafficking or exploitation (including sexual or criminal exploitation)
- is in a family circumstance presenting challenges for the child such as drug and alcohol misuse, adult mental health issues and domestic abuse
- has a family member in prison, or is affected by parental offending
- is at risk of ‘honour’ based abuse such as FGM or Forced Marriage
- is persistently absent from education, including persistent absences for part of the school day
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is privately fostered child”.

The framework for understanding children’s needs:



Working Together to Safeguard Children (DFE, 2018)

Types of Abuse

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement
Over-chastisement of child	

Emotional abuse
<i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’, frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation

Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed Child relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying

Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement

Appendix 3: CKJS Offer Of Early Help

Charlton Kings Junior School offer of Early Help	
Charlton Kings Junior School universal support for all pupils and families.	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Headteacher. Staff are available within office hours (8am – 5pm on weekdays during term-time). During the Coronavirus pandemic, staff may only be available to speak to parents by telephone or by an online meeting.</p> <p>General office number: 01242 526171 (to contact all staff)</p>
Charlton Kings Junior School curriculum.	<p>Charlton Kings Junior School’s comprehensive and broad curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. We follow the Pink Curriculum which is taught throughout school as well as other resources, eg Healthy Week, RSE, e-safety talks, on-line pupil survey.</p> <p>Specific teaching covers:</p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity – there isn’t such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions. At CKJS we have a non-gender specific uniform.</p> <p>Drugs: Learning about medicines, alcohol, smoking, illegal drugs and managing contact.</p> <p>Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); how to respond to an emergency. Starting in CKIS, our children are taught from the earliest age to tell others if they do something or say something they don’t like, by saying ‘Please stop, I don’t like it!’</p> <p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; how to look after you own emotional well-being; personal strength and self-esteem; being happy!</p> <p>Relationships: How to make and maintain friendships; family relationships; different types of families; (SEAL), taking responsibility for ourselves and developing leadership skills through School Council, buddies, class monitors, prefects etc.</p> <p>Healthy Living: Taking responsibility for managing your own health; importance of sleep; the main components of healthy living (diet, exercise and wellbeing); focus on breakfast; managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition. Developing physical and mental resilience.</p>
CKJS graduated response to need	<p>CKJS follow the graduated response to need:</p> <ul style="list-style-type: none"> • Identify child/family need, signposting to appropriate support/service and completion of Early Help referral if appropriate. • ‘My Plan/My family Plan’ – highlighting key actions to be taken to support the child/family – this may result in a TAC (Team around the

	<p>child) or TAF (Team around the family) to reflect upon the impact of support and monitor need for further support.</p> <ul style="list-style-type: none"> • 'My Plan/My family plan +' – highlighting key actions to be taken to support the child/family with the support of multi-professional agencies –TAC (Team around the child) or TAF (Team around the family) in place. • EHCP – Education, Health and Care Plan in place for children with high level of SEND need.
Home-school support	All of our Early Help is offered in partnership with parents/carers.
<p>Universal source of help for all families in Gloucestershire:</p> <p>Gloucestershire Family Information Service (FIS)</p> <p>Let's Talk 2gether</p> <p>Gloucestershire Young Carers</p> <p>Cheltenham Foodbank</p> <p>Managing Behaviour</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact the FIS by emailing:familyinfo@gloucestershire.gov.uk</p> <p>Or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glofamilies.org</p> <p>For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability 'Local Offer' website:www.glofamilies.org.uk/localoffer</p> <p>Part of the NHS Foundation Trust Let's Talk 2gether offer cognitive behaviour therapy (CBT) to help you manage your problems by helping you to make changes to the way you think and behave. www.talk2gether.nhs.uk</p> <p>Gloucestershire Young Carers are a dynamic charity constantly growing and developing to support families and meet the ever-changing needs of young carers in the county. www.glosyoungcaers.org.uk</p> <p>Foodbank is a project funded by local churches and community groups, working together towards stopping hunger in our area. We are a designated referral agency and are able to distribute food bank vouchers to families and individuals in crisis. www.cheltenham.foodbank.org.uk</p> <p>All children are part of a team and as a team they are encouraged to be great at:</p> <ul style="list-style-type: none"> • working together • helping others • being kind • thinking of others, and • solving problems.

<p>Transition aid</p> <p>Neutral Ground</p>	<p>Staff work closely with parents/carers to ensure that every child's personal, social and emotional needs are met during the transition period, both on entry and throughout the child's time at CKJS. At times, individual arrangements made be made to support the child's needs, such as coming in at a later time. Such decisions will be made by the school, in consultation with the child's parents/carers..</p> <p>At CKJS, we recognise the need for parents/carers to be able to meet with staff, multi-agency professionals, and at times, other adults who may be involved in supporting their child or family. We always aim to ensure that we provide a confidential space and neutral ground where parents/carers can meet to discuss their child/family needs in confidence.</p>
<p>GSCE (Gloucestershire Safeguarding Children's Executive) website.</p>	<p>http://www.gsce.org.uk</p> <p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Bullying (including cyber-bullying) / child death/suicide prevention</p>	<p>All Gloucestershire schools including Charlton Kings Junior School are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home-school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self esteem. We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.ghll.org.uk) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gsce.org (Gloucestershire Safeguarding children's executive) http://www.bullying.co.uk . Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the Charlton Kings Junior School Wellbeing programme www.ghll.org.uk.</p> <p>www.oneyourmindglos.nhs.uk – A local website which also covers bullying as a topic and where to go for help.</p>
<p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.</p>	<p>Within Gloucestershire Early Help Partnership (co-ordinated by Families First Plus) provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. Parents must consent to a referral. School actively refer to when appropriate. Referrals go to the Early Help Partnership (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this Early Help Partnership. The referral meeting is a multi-agency discussion to decide the best way forward:</p> <p><u>Early Help Partnership/Families First Plus:</u></p> <p>Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk tel:01452 328076;</p> <p>Stroud: stroudearlyhelp@gloucestershire.gov.uk</p> <p>Tel: 01452 328130;</p> <p>Tewkesbury: tewkesburyearlyhelp@gloucestershire.gov.uk</p> <p>Tel: 01452 328 250;</p>

	<p>Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk</p> <p>Tel: 01452 328101;</p> <p>FOD: forestofdeanearlyhelp@gloucestershire.gov.uk</p> <p>Tel: 01452 328048;</p> <p>Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families; 19</p> <p>Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Signpost children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p>Youth Support Team (YST): The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> - Youth offending - Looked after children - Care leaver's support services (for those aged 16+) - Early intervention and prevention service for 11 - 19 year olds - Support for young people with learning difficulties and/or disabilities - Positive activities for young people with disabilities - Support with housing and homelessness - Help and support to tackle substance misuse problems and other health issues - Support into education, training and employment - Support for teenage parents <p><i>For general enquiries: Tel: 01452 426900 Email: info.glos@prospects.co.uk</i></p> <p><i>To make a referral: Tel: 01452 427923 Email: fasttrackteam@prospects.co.uk</i></p>
<p>Children who run away (missing persons/missing children)</p>	<p>Missing persons Coordinator Gloucestershire Police - Tel: 101 (Gloucestershire Police).</p> <p><i>GSCE Missing Children Protocol http://www.gsce.org.uk: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i></p> <p>ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen</p>

	<p>years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
CME (Children missing education)	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360. Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed. Charlton Kings Junior School follow the GCC guidance 'Children Missing Education & Missing Pupils http://www.gloucestershire.gov.uk/media/15311/cme-guide-january-2017.pdf</p>
Child Sexual exploitation (CSE)	<p>CSE screening tool (can be located on the GSCE website: www.gsce.org.uk/article/113294/Gloucestershire-procedures-and-protocols) This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gsce.org. Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team:</p> <p>The CSE team sits within the Public Protection Bureau</p> <p>Single agency team (Police & Missing persons Coordinator)</p> <p>01242 276846</p> <p>All referrals to go to the Central Referral Unit 01242 247999</p> <p>Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info</p>
Drug concerns	<p>www.infobuzz.co.uk/: Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.</p>

	<p>Drugs education is covered in the school curriculum. The Life Education Bus visits annually as part of this provision (PSHE/SMSC) curriculum as a preventative measure. www.onyourmind.nhs.uk – advice on drug/alcohol misuse.</p>
Domestic violence	<p>The GSCE (Gloucestershire Safeguarding Children’s Executive) have published a Domestic Abuse pathway for educational settings which is on the GSCE website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children’s helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p> <p>Gloucestershire Unborn Baby Protocol:</p> <p>Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together (2018) specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at www.gsce.org</p>
E-safety	<p>E-safety is a key part of the curriculum and the school uses CEOP to support this. Advice is available to parents with links on the school website. In addition, the school works with the local police to provide training for pupils and parents.</p>
Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Faith abuse	<p>www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document ‘national action plan to tackle child abuse linked to faith or belief.’</p> <p>Diocese of Gloucester</p> <p>Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk.</p> <p>For other faith groups contact GCC LADO.</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them <u>PERSONALLY</u> to report it to the police.</p> <p>http://www.nhs.uk/Conditions/female-genital-mutilation</p>

	<p>for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care.</p> <p>- Sue Selwood (Head Teacher) has completed the online home office training, '<i>Female Genital Mutilation: Recognising and Preventing FGM</i>'</p> <p>- E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning)</p> <p>Posters/leaflets on FGM shared with staff and pupils.</p>
Forced marriage	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire contact Gloucestershire Constabulary, Public Protection Bureau. UK Forced Marriage Unit fmu@fco.gov.uk Telephone: 020 7008 0151</p> <p>Call 999 (police) in an emergency.</p> <p>www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forced-marriage. GSCE one day Awareness training delivered by Infobuzz www.gsce.org.uk</p> <p>Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail https://www.gov.uk/forcedmarriage.</p> <p><i>All practitioners must be aware of this, that is they may only have <u>one chance</u> to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i></p> <p>Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion. www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on tel: 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.</p>
Gangs and youth violence	<p>Contact the Avenger Task Force - Gloucestershire Police tel: 101. A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p> <p>Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>
Gender-based violence/violence against women and girls (WAWG)	<p>www.gov.uk – home office policy document, 'Ending violence against women and girls in the UK' (June 2014).</p> <p>FGM (Female Genital Mutilation) is violence against women and girls.</p> <p>Hope House SARC (Sexual Assault Referral Centre): 01452 754390</p> <p>Gloucestershire Rape and Sexual Abuse Centre: 01452 526770</p>

	<p>There's a 24-hour answerphone service and they'll respond within 24 hours. Or you can use the confidential and anonymous email support service at support@glosrasac.org.uk. The support workers are all</p> <p>women, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the www.onyourmindglos.nhs.uk website or contact GRASAC for a free copy.</p> <p>www.onyourmindglos.nhs.uk for 'I've been raped or sexually assaulted' information.</p>
Hate Crime and Hate Incidents	<p>Advice on hate crime is included in the school's anti-bullying and hate policy.</p> <p>Gloucestershire Hate Crime Reporting Options:</p> <ol style="list-style-type: none"> 1. Police Emergency 999 Non-emergency 101 2. Alternative reporting routes <ul style="list-style-type: none"> Phone: 0800 077 8460 Text: HATE to 80800 Online: www.gloshate.org 3. Crimestoppers (Witness only): 0800 555111
Honour based violence (HBV)	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247</p>
Mental health concerns <i>* Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental health services)</i>	<ul style="list-style-type: none"> ▪ www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help. ▪ Referral to school nurses may be appropriate. ▪ Referral to CYPS (Gloucestershire's mental health services) via GP. ▪ Referral to teens in crisis (TiC+). ▪ For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. ▪ CYPS* Practitioner advice line tel: 01452 894272. <p>A member of staff responsible for overseeing vulnerable pupils trained in Mental Health first aid who cascades information to all staff.</p>
Parents in Prison	<p>i-hop.org.uk/app/answers/detail/a_id/159</p> <p>Where children have a parent in prison the school may access the Castle Gate Gloucestershire service. I-Hop support all professionals to work with offenders' children and their family.</p>
Preventing Radicalisation and Extremism/HATE (PREVENT duty) <i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and</i>	<ul style="list-style-type: none"> • Gloucestershire Safeguarding Children's Executive www.gsce.org. There is a GSCE PREVENT referral pathway for professionals. • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • All teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (Prevent online training). <p>Key contacts: Gloucestershire Constabulary PREVENT officer: tel 101</p>

<p>security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</p> <p><i>If you see extremist of terrorist content online please report it via:</i></p> <p>https://www.gov.uk/report-terrorism</p>	<p>Anti-Terrorist Hotline: tel 0800 789 321</p> <p>The ‘Advice on the Prevent duty’ written by the Department for Education explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. See Appendix 2 for more information on radicalisation.</p> <p><u>Prevention:</u> Charlton Kings Junior School teach traditional British values through the Wellbeing Curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’. E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online.</p> <p>Charlton Kings Junior School also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let’s talk about it is an excellent website for parents www.ltai.info/ as is www.preventtragedies.co.uk. While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
<p>Private fostering</p>	<p>http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
<p>Consensual or non-consensual sharing of nudes/semi-nude images or videos.</p>	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting (NSPCC website). Gloucestershire Police have a small sexual exploitation team.</p> <p>Prevention: ‘So you got naked online’ (sexting information leaflet produced for pupils by south west grid for learning) included in the curriculum.</p> <p><i>Pupils informed that ‘sexting’ is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police’s priority is those who profit from sexual images of young people....not the victims.</i></p>
<p>Trafficking</p>	<p>Serious crime which must be reported to Gloucestershire LADO and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn’t have to include people, children or young people being moved great distances.</p>