



Sheepscombe Primary School



Safeguarding and Child Protection Policy

Designated Safeguarding Lead:
Vicky Barron

This policy was adopted at a meeting of:	FGB
Held on:	29-10-2020
Date to be reviewed	October 2021
Signed on behalf of the Governors:	<i>L Willis</i>
Name of signatory:	Lynsey Willis (Designated Safeguarding Governor)
Signed by Head teacher	<i>V Barron</i>
Name of Headteacher	Vicky Barron

Sheepscombe Primary School
Safeguarding and Child Protection policy
2020 -2021

CONTENTS

Introduction

1. General principles
2. Definitions
3. Equality statement
4. Roles and responsibilities
5. Confidentiality
6. Early Help
7. Children with SEN and disabilities; Child protection plans
8. Children in Care
9. Mental health
10. Recognising abuse and taking action
11. Extremism and Hate crimes
12. Concerns and allegations
13. Use of mobile phones and cameras
14. Record keeping
15. Children potentially at greater risk of harm
16. Staff and governor training and recruitment
17. Curriculum
18. Safeguarding policy monitoring arrangements

Appendix 1: Types of abuse

Appendix 2: Safer recruitment and DBS checks

Appendix 3: Allegations of abuse made against staff

Appendix 4: Specific safeguarding issues (including Children missing from education)

Appendix 5: Offer of Early Help

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children partnership: **Gloucestershire Safeguarding Children Board (GSCB)**

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage 2017](#).

Introduction

Sheepscombe Primary School and Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the utmost vigilance, upholding the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff, governors and volunteers within the school and is consistent with the procedures of the Gloucestershire Safeguarding Board (GSCB). Our safeguarding policy and procedures also apply to extended school and off-site activities.

This policy should be read in conjunction with the following policies:

Antibullying and Hate policy

Attendance policy

Behaviour policy

Code of Conduct/Staff Behaviour policy

Concerns and Complaints policy

Data protection and confidentiality policy

Medical, Health and Wellbeing policy

Online safety and Acceptable Use policy

SEND policy

COVID-19 annex to this policy

Paper copies of school policies are available on request from the School Business Manager (SBM)

Designated Safeguarding Lead (DSL) - Vicky Barron (Head teacher)
head@sheepscombe.gloucs.sch.uk

Deputy DSLs (DDSL) - Tracey Lane tlane@sheepscombe.gloucs.sch.uk
Caroline Powell admin@sheepscombe.gloucs.sch.uk

Nominated Safeguarding Governor - Lynsey Willis (Co-Chair of Governors)
lwillis@sheepscombe.gloucs.sch.uk

Gloucestershire Safeguarding Children Board (GSCB) procedures www.gscb.org.uk

Gloucestershire Children's Social Care: 01452 426565 childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk

Multi-Agency Safeguarding Hub (MASH) www.gscb.org.uk, a partnership between Gloucestershire County Council, Gloucestershire Constabulary, Gloucestershire Domestic Abuse Support Service (GDASS), Gloucestershire Schools and Gloucestershire Health Services working together to safeguard children, young people and vulnerable adults.

1. General principles

We recognise that because of our daily contact with children, we are well placed to observe outward signs of abuse. We will:

- Ensure that all staff are aware of their statutory responsibilities with respect to safeguarding

- Ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Ensure all adults are appropriately trained in the early identification of abuse and neglect and how to respond correctly
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know there are adults in school who they can approach if they are worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse

2. Definitions

Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment
- preventing impairment of children's both 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.

'Children' includes everyone under the age of 18.

3. Equality statement

Some children are at an increased risk of abuse and additional barriers can exist in relation 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 or disabilities (**see Appendix 4**)
- 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
- Children in Care who may continue to be vulnerable

4. Roles and responsibilities

At Sheepscombe Primary School and Nursery, all staff and adults are fully aware that **Safeguarding and child protection are everyone's responsibility.**

4.1 All staff

All staff and governors will:

- read and understand **Part 1** (Safeguarding information for all staff), **Part 5** (Child on child sexual violence and sexual harassment) and **Annex A** (Further information) of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education, 2020** and will review this guidance at least annually.

The School Business Manager (SBM) maintains a register of staff signatures confirming that they have read the required documents.

All staff should be aware:

- that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- of our systems which support safeguarding, including the: Code of conduct for staff and Whistleblowing policy; Role of the Designated Safeguarding Lead (DSL); Behaviour policy; and the safeguarding response to children who go missing from education

- the Early Help process 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 Gloucestershire's 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 Female Genital Mutilation (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 sexual exploitation (CSE), FGM and radicalisation

Section 10 and Appendix 4 of this policy outline in more detail how staff are supported to do this.

4.2 The Designated Safeguarding Lead (DSL)

Our DSL is Head teacher **Vicky Barron** (head@sheepscombe.gloucs.sch.uk). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. She can be contacted out of school hours via work email.

When the DSL is absent, the deputy DSLs (DDSL) **Tracey Lane** (tlane@sheepscombe.gloucs.sch.uk) and **Caroline Powell** (admin@sheepscombe.gloucs.sch.uk) will act as cover.

If for any reason the DSL/DDSLs cannot be contacted and a member of staff needs to make an urgent referral, they should follow the live link on the GSCB website: www.gscb.org.uk

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 (Gloucestershire children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*.
- ensure the safe transfer of safeguarding information to subsequent schools in accordance with GDPR protocols.

The DSL will also liaise with Gloucestershire's local authority case managers and designated officers for child protection concerns as appropriate.

Multi-agency working

The DSL understands the pivotal role that the school has to play in multi-agency safeguarding arrangements and is aware of the local arrangements. The Governing body will ensure that the school contributes to multi-agency working in line with statutory guidance **Working Together to Safeguard Children**.

[NPCC- When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The full responsibilities of the DSL are set out in the school's **DSL job description**.

4.3 The Governing Board

The Governing Board will approve this policy annually at each review and hold the headteacher to account for its implementation.

The Governing Body will ensure that the GSCB annual audit of Safeguarding in Schools is completed and discussed in a full governing body (FGB) meeting.

Safeguarding will be an agenda item at each FGB meeting and will be minuted even if there is nothing to report. Any updates to the current **Keeping Children Safe in Education, 2020** document will be discussed and minuted at FGM meetings.

The Governing Board will appoint a governor to monitor the effectiveness of this policy in conjunction with the Full Governing Board. This is always a different person from the DSL. The nominated governor for Safeguarding is **Lynsey Willis** (llwillis@sheepscombe.gloucs.sch.uk)

One of the Co-Chairs of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (**see Appendix 3**).

4.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- communicating this policy to parents when their child joins the school and via the school website
- ensuring that the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (**see Appendix 3**).
- ensuring the relevant staffing ratios are met, where applicable

5. Confidentiality

The school's **Privacy Notice** aims to protect children at all times, give staff clear guidance as to their legal and professional roles and to ensure good practice within the school.

The school's **Data protection policy** provides information on how the school uses and shares data in accordance with GDPR.

Safeguarding overrides the GDPR policy and data will be shared with (or withheld from) outside agencies should a child be considered to be at risk of serious harm.

It should also be noted that:

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but consent to share information is not required if a child is suffering or at risk of serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy in relation to record-keeping in **Section 11**, and allegations of abuse against staff in **Appendix 3**

See [Data protection: toolkit for schools](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools) - Guidance to support schools with data protection activity, including compliance with the GDPR.
<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

6. Early Help

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

All staff are aware of the school's **Offer of Early Help**. At all times, in consultation with the DSL, staff should consider if there is any offer of early help that could be made in order to help a child thrive. Within Gloucestershire, the Early Help Partnership is coordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.

Expert and professional organisations are best placed to provide up-to-date guidance, support and intervention on specific safeguarding issues when and if they arise. School will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm.

A summary of Sheepscombe Primary School and Nursery's **Offer of Early Help** can be found in **Appendix 5** of this policy and on the school's website.

6.1 The role of Early Help in addressing Neglect

Neglect is the persistent failure to meet a child's basic needs, likely to result in the serious impairment of the child's health and development. Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

The impact of neglect is often cumulative and progresses covertly and gradually. Within Gloucestershire, the **Graduated Pathway of Early Help and Support for Children, Young People and Families**, ensures a single holistic early help pathway which can be used across agencies to provide a consistent approach to identifying and co-ordinating support and should be used in line with the Gloucestershire Continuum of Need (Windscreen).

6.2 The Child Neglect Toolkit

The Child Neglect Toolkit is designed to assist staff in identifying and assessing children who are at risk of physical and/or emotional neglect. It is to be used when staff are concerned that the quality of care of a child they are working with suggests that their needs are being neglected. It is designed to help staff reflect on the child's circumstances, put concerns into context and identify strengths and resources. Where concerns are identified, the DSL might use the Toolkit to work with families in providing early help and support.

<https://www.gscb.org.uk/media/15291/gloucestershire-child-neglect-toolkit-270417final-vs.pdf>

7. Children with SEN and Disabilities (SEND)

Staff at Sheepscombe Primary School and Nursery are alerted to the concern that a pupil with SEND, who is behaving in particular ways or in a way that is different from the past, could potentially be displaying signs of abuse, just as might be the case with any other pupil. The school ensures that staff look beyond the pupil's special need or disability and that the headteacher and SENDCo make a greater level of mentoring and support available for pupils with SEND.

7.1 Child Protection Plans

At Sheepscombe Primary School and Nursery we fully support children and families who have a child protection plan in place. The school has good links with outside agencies, including children's services, is involved with families and co-operates with them as required. The DSL, or appropriate member of staff, attends child protection conferences and core group meetings.

The school understands its obligation to notify the relevant social worker if there is an unexplained absence of more than two days of a child who has a child protection plan.

8. Children in the care of the local authority

Teachers who have responsibility for a child in care understand the importance of liaising with the child's foster carers, have a basic knowledge of the care plan for the child and recognise the role of the Virtual school. The Virtual School Head (VSH) is the person appointed by the local authority to promote the educational opportunities of children in care. The DSL will liaise with the VSH to discuss how best to support the educational attainment and other needs of the child, as identified in the child's personal education plan.

9. **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

9.1 Children requiring mental health support

The Governing body will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's child protection policy and speaking to the designated safeguarding lead or a deputy.

(See DfE advice and guidance on **Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools**).

Adults in school are well-placed to notice unusual marks or other signs of potential child abuse, as outlined in the school's **Medical, Health and Wellbeing policy**. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

<https://www.gscb.org.uk/media/1521964/cp-flowchart-23072018.pdf>

10. Recognising abuse and taking action

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms

and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

10.1 Serious crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Serious violence may also include knife crime.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. (DfE, 2019a)

10.3 If a child is in immediate danger

- **Make a referral to children's social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.**
- Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.
- To make an immediate referral contact the **Front Door - 01452 426565** (option 1).

- To make a referral to Gloucestershire Safeguarding via a multi-agency referral form (MARF), use the Liquid Logic Portal, which can be found on the home page of the Gloucestershire Safeguarding website at:

<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-withchildren-and-young-people/>

- To contact the practitioner's advice line to speak to a social worker phone **01452 426565**(option 3)

10.4 If a child makes a disclosure

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. □ Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL that you have done so, as soon as possible

10.5 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education (2020) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in **Appendix 4**.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 or suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding procedures.

10.6 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 on p16 of this policy illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to Gloucestershire children's social care directly (**see 'Referral' below**).

You can also contact the charity **NSPCC on 0808 800 5000** if you need advice on the appropriate action.

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to Gloucestershire children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

10.7 Referral

If it is appropriate to refer the case to the Gloucestershire children's social care or the police, the DSL will make the referral or support you to do so.

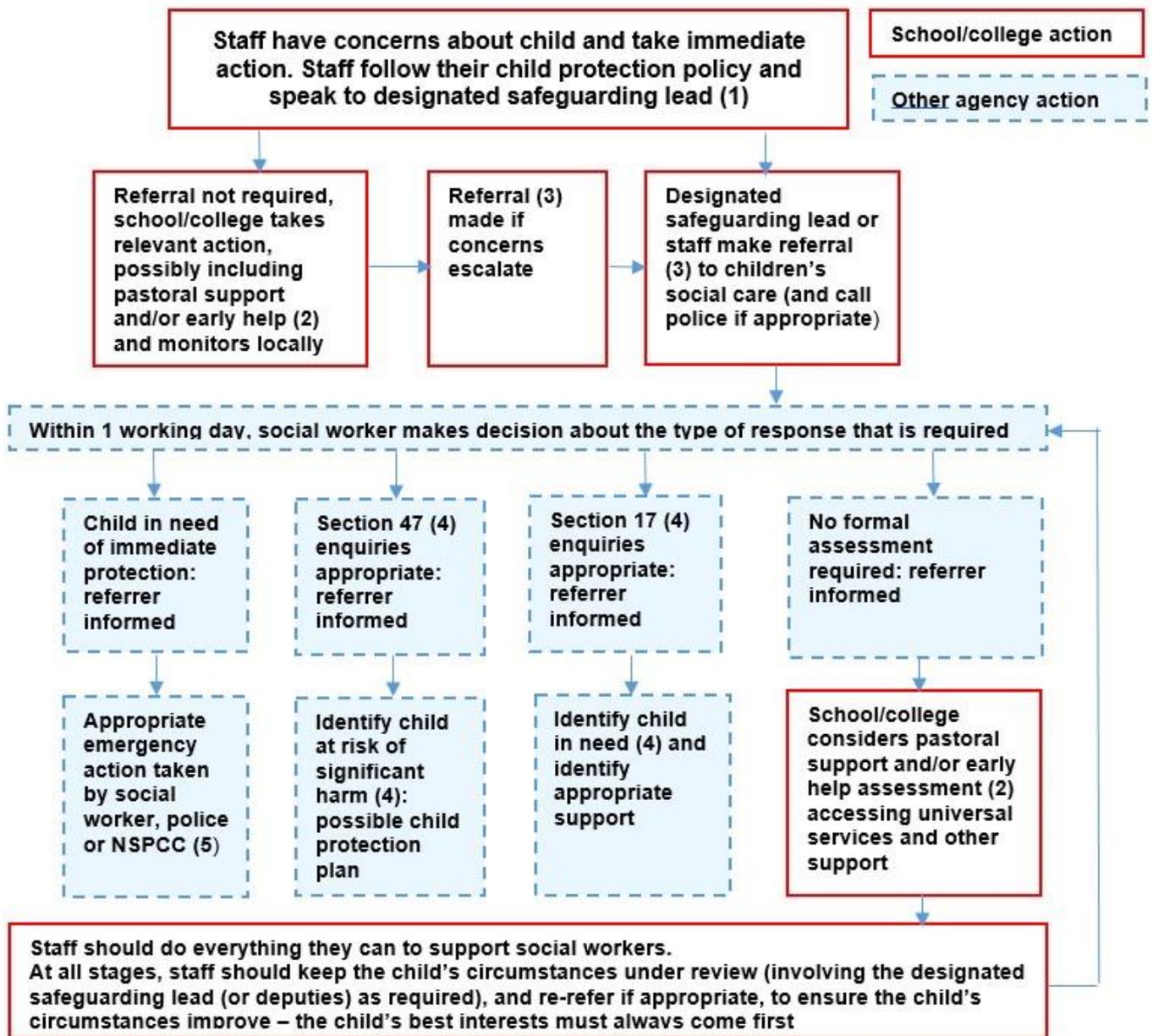
If you make a referral directly (**see Section 10.3**), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

Figure 1:

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO)

11. Extremism and Hate Crimes

11.1 If you have concerns about extremism (PREVENT)

If a child is not at immediate risk of harm, where possible speak to the DSL first to agree a course of action. Alternatively, make a referral to the Gloucestershire children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include **Channel**, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Gloucestershire children's social care team.

Guidance on **Channel** is available at:

<https://www.gov.uk/government/publications/channel-guidance>

The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terrorist-related

All staff are made aware of the DfE's **Prevent Duty for schools (gov.uk)** document for more information on preventing radicalisation, see **Appendix 4**.

11.2 Hate Crimes

A hate crime is defined by any hate incident which constitutes a criminal offence and is perceived by the victim or any other person as being motivated by hostility or prejudice. This can be in the form of racial, faith abuse or gender-based violence.

Where there is a concern, the DSL record the incident, consider the level of risk and decide which agency to make a referral to as outlined in the school's **Behaviour policy** and **Antibullying and Hate policy**.

12. Concerns and allegations

12.1 Concerns about a staff member, supply teacher or volunteer

The guidance set out in this policy should be followed where it is alleged that anyone working in the school, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the case of an allegation being made against a supply teacher who is provided by an employment agency or business, the school will ensure that allegations are dealt with properly. This would involve finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. The Governing body should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. When using an agency, the school should inform the agency of its process for managing allegations. An allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

If you have concerns about a member of staff or volunteer, speak to the headteacher.

If you have concerns about the headteacher, speak to one of the Co-Chairs of governors, **Lynsey Willis** or **Elisabeth Skinner** (chair@sheepscombe.gloucs.sch.uk)

You can also discuss any concerns about any staff member or volunteer with the DSL.

The headteacher/Co-Chair of governors/DSL will then follow the procedures set out in **Appendix 3**, if appropriate.

12.2 Whistleblowing

What school staff should do if they have a safeguarding concern or an allegation is made about another staff member who may pose a risk of harm to children

The Governing body has ensured there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and

volunteers) that might indicate they would pose a risk of harm to children. This includes allegations that may meet the harms test.

The school's **Code of Conduct** policy includes the **Whistleblowing** procedures. It outlines the following:

- areas of malpractice or wrongdoing covered by the procedures
- the options available for reporting a concern, including who to approach within the school and externally
- how the school will respond to such concerns
 - what protection is available to staff who report another member of staff

12.3 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Most cases of pupils hurting other pupils will be dealt with under our school's **Behaviour policy** and **Antibullying and Hate policy**, but this Safeguarding and Child Protection policy will apply to any allegation that raises safeguarding concerns. This might include where the alleged behaviour:

- is serious and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- you must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the Gloucestershire children's social care team and follow its advice, as well as the police, if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the child(ren) against whom the allegation has been made - with a named person they can talk to if needed
- the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

At Sheepscombe Primary School and Nursery, we will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour. Emotional abuse between peers will be managed under the school's **Behaviour policy**
- being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation of hazing type violence with respect to boys. Physical abuse between peers will be managed under the school's **Antibullying and Hate policy**
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidentially
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

12.4 Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the Gloucestershire children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

12.3 Other complaints

Any safeguarding concern relating to premises should be reported to the DSL/deputy DSL immediately.

13. Use of Mobile phones and cameras (The Early Years Foundation Stage, EYFS 2017)

Sheepscombe Primary School and Nursery is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- separate parental consent is obtained if any other agency requests to take photographs of any child

- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher
- images will be uploaded to and stored in a secure place for a relevant amount of time. This may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- the school will follow the government guidance '**Seven golden rules to sharing information**', as set out by General Data Protection Regulation and Data Protection Act 2018, when taking and storing photos and recordings for use in the school.
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children with prior consent from the headteacher
- the school's digital cameras or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business
- parents are reminded frequently of the risks associated with posting images of children on social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors are permitted to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present
- staff, volunteers and visitors will not use mobile phones in pupil toilet or changing areas
- The school's **Online Safety and Acceptable Use of ICT policy** will outline when are where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the headteacher and/or governing body
- Pupils' use of mobile phones and other devices will be managed under the school's **Home/school Agreement** and **Online Safety and Acceptable Use of ICT policy**

14. Record-keeping

At Sheepscombe Primary School and Nursery, we will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be securely sent by the headteacher to their receiving primary/secondary school after they have left Sheepscombe Primary school.

Our further safeguarding records procedures include:

- Logs on MyConcern, the school's reporting software
- Records are locked securely in the headteacher's office
- Safeguarding records will be kept until the child leaves the school
- Only the DSL and deputy DSL has access to the secure files
- When a child joins Sheepscombe Primary School and Nursery from another setting, the headteacher or SBM will contact all previous settings to check that there have been no safeguarding concerns. Any concerns raised will be logged on MyConcern or a file transfer if the previous school also uses MyConcern.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Children potentially at greater risk of harm

15.1 Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker. The DSL will then hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This would be considered as a matter of routine as there are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where a child needs a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

16. Staff and governor Training and Recruitment

16.1 All staff

All staff members will undertake Safeguarding and child protection training at induction, including staff Code of conduct and whistle-blowing procedures, Behaviour policy and the school's procedures for managing children who are missing from education, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated **every three years** and will be in line with advice from our local safeguarding children board. The School Business Manager maintains a training schedule based on the **GSCB Training Pathway**.

All staff will have training on the government's anti-radicalisation strategy, **Prevent**, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, ebulletins and staff meetings) as required, but at least annually. The DSL and governor for safeguarding receive alerts from **CASPAR** (Current Awareness Newsletter for Practice, Policy and Research) to keep staff and governors up to date with the latest safeguarding and child protection news.

Volunteers will be given the school's leaflet 'Safeguarding Children - a quick reference for new school staff or volunteers' and receive appropriate training, if applicable. Volunteers will operate in the presence of a member of staff at all times.

16.2 The DSL and deputy DSLs

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

Safeguarding Leads' training schedule

Name of responsible person	Role	Training	Date of training	Refresher date due
Vicky Barron	DSL	Full DSL 2 day	February 2018	2020
Tracey Lane	Deputy DSL	Full DSL 2 day	January 2019	Dec 2021
Caroline Powell	Deputy DSL	Full DSL 2 day	January 2020	January 2022
Lynsey Willis	Governor DSG	Full governor safeguarding	January 2019	Dec 2022

Vicky Barron	DSL	Safer recruitment	October 2018	2023
Lynsey Willis	Governor DSG	Safer recruitment	April 2015	April 2020
Vicky Barron	DSL	Safer recruitment	October 2018	October 2023

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

16.3 **Governors**

All governors receive training about safeguarding in line with **GSCB Training Pathway**, to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

16.4 **Recruitment** - interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training, currently **Vicky Barron & Lynsey Willis**. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, **Keeping Children Safe in Education, 2020**, and be in line with local safeguarding procedures. **See Appendix 2.**

17. **Curriculum**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety (see KCSiE 2020, Annex C for more information on how to support keeping children safe online when they are working from home).

We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through the appropriate Relationships Education and Health Education (RSHE) curriculum

(compulsory from September 2020), including awareness of relationship abuse, and other abuse , sexual violence and harassment, peer on peer abuse, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,

- enabling pupils to recognise online and offline risks to their well-being - for example, risks from criminal and sexual exploitation, domestic abuse, forced marriage, substance misuse, gang activity, radicalisation and extremism - and making them aware of the support available to them. This is done at an age appropriate level in conjunction with advice and materials from GHLL (Gloucestershire Healthy Living and Learning) and through the PiNK curriculum resources
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice

18. Safeguarding policy monitoring arrangements

This policy will be reviewed annually by Headteacher Vicky Barron and nominated safeguarding governor Lynsey Willis and approved at a meeting of the Full Governing Board.

An annual action plan will be developed from the Gloucestershire Safeguarding Audit each year and a mid-year review of that audit carried out.

Staff and parents will be alerted when an updated version of the policy is posted on the school's website, at least annually.

APPENDICES

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education, 2020**.

Appendix 1:

TYPES OF ABUSE

Abuse, including neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

County lines

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

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of obtaining sexual gratification or to cause the victim humiliation, distress or alarm. It is now a criminal offence. (DfE, 2019a). Anyone of any gender can be a victim.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2:

SAFER RECRUITMENT AND DBS CHECKS - policy and procedures

At Sheepscombe Primary School and Nursery, we will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- verify their identity
- obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- verify their mental and physical fitness to carry out their work responsibilities
- verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- verify their professional qualifications, as appropriate
- ensure they are not subject to a prohibition order if they are employed to be a teacher
 - carry out further additional checks, as appropriate, on candidates who have lived or worked outside the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could, was significant)
- where the individual has received a caution or conviction for a relevant offence
- if there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- if the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
-

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
 - An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

- All governors will have an enhanced DBS check with barred list information and section 128 check.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3:

ALLEGATIONS OF ABUSE MADE AGAINST STAFF

This section of this policy applies to all cases in which it is alleged that a current member of staff, including supply staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child, or
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children

- redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- temporarily redeploying the individual to another role in a different location, for example to an alternative school

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or Co-Chair of governors where the headteacher is the subject of the allegation) - the 'case manager' - will take the following steps:

- Immediately discuss the allegation with the **local authority's designated officer (LADO)** phone:

01452 42 6994 <https://www.gscb.org.uk/media/12034/allegations-management-flowchart-january-2017.pdf>

This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the **police and/or the Gloucestershire children's social care services**. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer - for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching,

pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated.
- We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 4:

SPECIFIC SAFEGUARDING ISSUES

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge/lanyard.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Emergency contact numbers and non-collection of children at the end of the school day

The SBM ensures that there are at least **two contact numbers for every child** in school in case of emergencies, including welfare concerns at home.

If a child is not collected at the end of the session/day, we will:

Place the child in the After-School Club or with a member of staff if there is none. Phone each contact number in the order that we have them until we get a response. If parent or nominated adult cannot reach school by 4.15pm when clubs finish, the child will be looked after by a staff member until parent arrives. If parents have been uncontactable by the end of After school club, then the Police will be contacted.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

At Sheepscombe Primary School and Nursery, we will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Gloucestershire children's social care team, and the police, if the child is in immediate danger or at risk of harm.

The Office of the Children's Commissioner has published a **matrix of warning signs and vulnerabilities** relating to abuse:

<https://www.gscb.org.uk/media/1195/cse - warning signs - june 2013-56247.pdf>

Contextual Safeguarding

This refers to the risks that young people may be exposed to beyond the family, both inside and outside the school. Sheepscombe Primary School and Nursery has children from a range of backgrounds, religions, socio-economic and academic backgrounds.

We acknowledge the findings of recent research that shows how important it is that the assessments of children take into account all of their social sphere, not only that at school. All staff, but particularly the DSL and deputy DSL, will consider whether wider environmental factors are present in a child's life that might pose a threat to their safety and/or welfare and will provide relevant information as part of the referral process.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

"Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important for all adults to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take". (DfE 2019a)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 9.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues. A girl who appears to be:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation - for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

Being unexpectedly absent from school

Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the LADO
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

Personal, Social and Health Education (PSHCE) is an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. Through the PSHE curriculum at Sheepscombe we teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. As part of our PiNK curriculum we also discuss and develop effective ways of resisting pressures, including knowing when, where and how to get help. We also encourage pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence through PSHCE, as well as well as modelling this within our daily teaching.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website **Educate Against Hate** and charity **NSPCC** say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
 - Becoming susceptible to conspiracy theories and feelings of persecution
 - Changes in friendship groups and appearance
 - Rejecting activities they used to enjoy
 - Converting to a new religion
 - Isolating themselves from family and friends
 - Talking as if from a scripted speech
 - An unwillingness or inability to discuss their views
 - A sudden disrespectful attitude towards others
 - Increased levels of anger
 - Increased secretiveness, especially around internet use
 - Expressions of sympathy for extremist ideologies and groups, or justification of their actions
 - Accessing extremist material online, including on Facebook or Twitter
 - Possessing extremist literature
 - Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in **section 9.6** of this policy, including discussing their concerns with the DSL. Staff should always

take action if they are worried.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Sexting

For advice on how schools should manage incidents of sexting, follow the link:

https://www.gscb.org.uk/media/1171/a067-16_managing_sexting_incidents_factsheet-66654.pdf <https://www.gscb.org.uk/media/1521964/cp-flowchart-23072018.pdf>

Appendix 5

Sheepscombe Primary School and Nursery's Offer of Early Help

Sheepscombe Primary School and Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

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

Safeguarding issue/risk	Early Help available
Domestic Abuse	Enlist support and advice of Community Family worker, Family practitioner with extended referral to GDASS, Access to learning mentor for pastoral and emotional support, access to social worker and partnership with Local PCSO, CYPS, and NSPCC if needed. Signpost to Gloucestershire Domestic Abuse Support Services.
Bereavement	Access to adults in school, facilitation of Winston's wish and community family worker. School nurse and GHLL. Partnership with Care first EAP to advise on support. Links to local places of worship, if requested for support.

Eating disorders	PSHCE Curriculum and school ethos focus on healthy balanced diet. Fruit, milk and lunch consumption open to observation and discrete or specific monitoring if agreed. Vigilance by MDS, Teachers of the eating patterns of all children. Access to adults in school for pastoral support. Access to advice and guidance from School nurse, Gloucestershire healthy living GHLL. Access to advice from CYPS helpdesk if required.
Medical disorder/young carer	Support and advice from school nurse, occupational therapy team and learning mentor. Extensive number of staff paediatric first aid trained as well as specifically trained for care of diabetes, cerebral palsy, epilepsy and allergies. Pastoral Support from learning mentor. Multi-agency support - My Plan +/- EHC Plan
Disabled or have Special Educational Needs (SEND)	Specialist SENDCo responsible for the provision and inclusion of pupils. Needs led provision so that this is bespoke to each pupil. Provision to ensure access and inclusion such as visual timetables, differentiated resources and support resources. High provision of Teaching assistants in each class. Access to Advisory Teaching Services for Communication, Interaction, Hearing and Vision. Access to School nurse team, Educational Psychologist and Occupational Therapy. Graduated approach: One-page profile, My Plan, My Plan +, EHC Plan.
Separation of parents	Access to adults in school for emotional support via drawing talking/SEAL social emotional aspects of learning Refer to Family Support Practitioner - possible CAF. Signpost to support agencies e.g. Family Lives, Families First. Refer to school nurse if appropriate e.g. changes in eating/sleeping patterns. Refer to CYPS if well-being/ mental health concerns.
Female Genital Mutilation	PSHEC curriculum informing children of body parts, 'safe and unsafe' areas to touch, Access to learning mentor or trusted 'confidante' in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment patterns. Referral to Gloucestershire Domestic Abuse Support Service - 0845 603 9035 FGM Unit: fgmenquiries@homeoffice.gsi.gov.uk

<p>Child Sexual Exploitation and Trafficking</p>	<p>PSHCE curriculum informing children of body parts, 'safe and unsafe' areas to touch, Access to learning mentor or trusted 'confidante' in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment/illness patterns. Attendance systems robust for monitoring school movers. Staff to be aware of key indicators of exploitation:</p> <ul style="list-style-type: none"> • appearing with unexplained gifts or new possessions; • associating with other young people involved in exploitation • having older boyfriends or girlfriends • suffering from sexually transmitted infections • mood swings or changes in emotional wellbeing; • drug and alcohol misuse; and • displaying inappropriate sexualised behaviour • child going missing from school
--	--

<p>Forced marriage</p>	<p>PSHCE curriculum explores positive relationships and emotional well-being and power of choice. Attendance systems robust to monitor requests for and actual absence. Access to learning mentor, GHLL lead teacher, School nurse for pastoral support.</p> <p>It is important to bear in mind:</p> <ul style="list-style-type: none"> • a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching; • sexual activity with a child under 16 is also an offence; • it is an offence for a person to have a sexual relationship with a 16 or 17-year-old if they hold a position of trust or authority in relation to them; • where sexual activity with a 16 or 17-year-old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered; • non-consensual sex is rape whatever the age of the victim; and if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed • Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.
------------------------	---

Pupils with English as an Additional Language (EAL)	Provision to ensure access and inclusion such as visual timetables, differentiated resources and support resources. Staff trained in the provision and development of early language skills. Translation function included within website. Access to guidance and resources from WEMAS (Widden Ethnic Minority Achievement Service). Access to translators for additional languages. Access to Advisory Teaching Services.
Looked after Children Privately fostered	Adults available in school to manage pastoral support. Access to Virtual school and support from Gloucestershire Healthy Learning and Living team. The school will follow the GSCB's escalation policy for the attainment of Gloucestershire's Children in Care. https://www.gscb.org.uk/media/19609/escalation-policy-sept-17-version-10.pdf
Vulnerable to being bullied, or engaging in bullying Peer on Peer abuse	Personal, Social, Health, Emotional and Citizenship curriculum implemented for every child. Values awards and systems to ensure that children know how to safeguard themselves. Accessible staff available for children to talk through their worries or issues. Provision through various emotional support programmes such as access to SEAL social emotional aspects of learning throughout the curriculum
Suffering with, or living with another with, mental health difficulties	Support and advice from school nurse, occupational therapy team and learning mentor. Three staff paediatric first aid trained as well as specifically trained for care of diabetes, cerebral palsy, epilepsy and allergies. Pastoral Support from adults in school. Refer to Family Support Practitioner. Specific issues that emerge for the Online Pupil Survey completed by Years 4, 5 and 6 will be addressed through additional support as required.

Affected by parental substance misuse	Adults in school available to provide emotional support: 1:1 sessions, Personal Social Health Education Citizenship. Access to family worker and outreach services through Family Information Service, children's centre and Gloucester health living and learning team. Referral to MASH. Screening Tool available at: http://www.gscb.org.uk Signpost to adult services - Single Point of Contact Tel- 0300 123 1512 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. Drugs education is covered in the school
---------------------------------------	---

	<p>curriculum.</p> <p>www.onyourmind.nhs.uk - advice on drug/alcohol misuse.</p>
<p>Vulnerable to discrimination and maltreatment on the grounds of: race, ethnicity, religion, faith, sexuality or gender identity including lesbian, gay, bisexual or transgender</p>	<p>School Equality Policy. We will not tolerate acts of discrimination. Pupils will be given opportunities to share their own particular interests, knowledge and experience with others, and these will be universally valued. E.g. circle time, speaking and listening sessions, achievement assembly, and class discussion time.</p> <p>PSHCE (PinK) curriculum taught at KS1 and KS2 covers elements relating to Hate crime and victimisation.</p> <p>Any incident of harassment or discrimination is treated seriously and follows protocol outlined within the Behaviour, Anti-Bullying and Safeguarding Policies.</p> <p>www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</p>
<p>Exposed to radicalisation</p>	<p>Any concerns about a person or group should be raised with your organisation's Prevent/Safeguarding officer reported to the Local Police Prevent team using 101 or via the Anti- terrorist Hotline (0800 789 321)</p>
<p>Potentially at risk of honour-based abuse, forced marriage, female genital mutilation</p>	<p>PSHCE (PinK) curriculum informing children of body parts, 'safe and unsafe' areas to touch. Access to trusted 'confidante' in school.</p> <p>Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment patterns, attendance.</p> <p>Referral to Gloucestershire Domestic Abuse Support Service - 0845 603 9035</p>
<p>Potentially at risk of gender-based violence</p>	<p>PSHCE (PinK) curriculum informing children of bullying, keeping safe.</p> <p>Access to a trusted 'confidante' in school. Referral to Gloucestershire Domestic Abuse Support Service - 0845 603 9035</p>

Involved directly or indirectly in prostitution or child trafficking	<p>PSHCE (PinK) curriculum informing children of body parts, 'safe and unsafe' areas to touch. Access to trusted 'confidante' in school.</p> <p>Access to school nurse for guidance and advice.</p> <p>Vigilance of attendance/medical appointment/illness patterns.</p> <p>Attendance systems robust for monitoring school movers. Staff to be aware of key indicators of exploitation:</p> <ul style="list-style-type: none"> • appearing with unexplained gifts or new possessions • associating with other young people involved in exploitation • having older boyfriends or girlfriends • suffering from sexually transmitted infections • mood swings or changes in emotional wellbeing • drug and alcohol misuse; and • displaying inappropriate sexualised behaviour • child going missing from school
Asylum seekers	Support to integrate into the preferred community. Support to access translators via WEMAS (widen ethnic minority achievement service). Refer to Family Support Practitioner - MyPlan.
Living away from home	Adults available in school to manage pastoral support. Access to Virtual school and support from Gloucestershire Healthy Learning and Living team.
Living in temporary accommodation	Refer to Family Support Practitioner - consider CAF. Support for housing, benefits, debt management.
Living transient lifestyles	Adults available in school to manage pastoral support. Monitor attendance.
Living in chaotic and unsupportive home situations	Adults available in school to manage pastoral support. Consider MyPlan to access parenting courses and other support agencies. Possible referral to Families First Plus/Early Help team. Team around the family meeting to assess needs.
Exposed to social media and mobile abuse	Pastoral support with school adult. Intervention programmes. Refer to Child Online and Exploitation Centre.
Subject to or exposed to Teenage Relationship Abuse	Adults in school available in school to manage pastoral support. Intervention programmes

Fabricated and induced illness (FII)	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.
--------------------------------------	--

Guidance on a range of issues can be found at:

<http://www.gscb.org.uk/article/111301/Home-Page> www.glosfamiliesdirectory.org.uk

