

Deerhurst and Apperley C of E Primary School



Safeguarding Policy

Safeguarding (Child Protection) Policy

Date of Policy Review: Sept 2016

Responsibility of: The Governing Body of Deerhurst & Apperley Primary School

This policy was written by the Governing Body of Deerhurst & Apperley Primary School in conjunction with the Headteacher (HT), staff, and with the support of the Safeguarding Children Board representatives. It will be reviewed on an annual basis by the HT and named governors for Safeguarding and Health and Safety, with direct reference being made to the GSCB Audit of statutory duties (Appendix 1)

Further Guidance can be found at www.gscb.org.uk

This policy will be reviewed by staff and Safeguarding governor and presented to governors for approval at the meeting of October 2016

HT : Mrs Jayne Neveu

Signed:



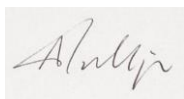
Date: 12th October 2016

Governor responsible for Safeguarding: Mr Angus Mackenzie

Signed:

Date: 12th October 2016

Signed:



Chair of Governors

Date: 12th October 2016

Introduction

All members of the school community fully recognise their responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. It has been written following advice and guidance from the Gloucestershire Safeguarding Children Board (www.gscb.org.uk). The guidance reflects 'Keeping Children Safe in Education, **Sept 2016**

Aims

There are five main aims to our policy:

1. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children. (All staff within our school who have substantial access to children will be checked as to their suitability, including verification of their identity, their qualifications and have a satisfactory DBS check. A central record will be kept for audit).
2. Raise awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Develop and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Support pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establish a safe environment in which children can learn and develop, feel safe and secure, valued and respected, feel confident and know how to approach adults if they are in difficulty, believing they will be effectively listened to.

Roles and Responsibilities

Head teacher

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff and volunteers for reference.
- Liaise with the nominated governor on child protection issues and school policy.
- Adopt the role of the designated senior person to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that, as the designated senior person, he/she receives appropriate training and support.
- Understand fully the **role of the designated senior person**.

Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions. This includes the fact that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. (Appendix two outlines recognising signs of child abuse; Appendix three outlines the awareness staff should have to recognise Female Genital Mutilation FGM).

- Make parents aware of the school's **child protection policy**.
- Work with local partners such as Local Authorities and Social Care Departments to create a safe environment for children at the school.

The designated senior person

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

At Deerhurst & Apperley CE Primary School, the designated person is Mrs Jayne Neveu who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority (LA), and working

with other agencies. Staff are aware that safeguarding issues against adults in the school should be made to the designated safeguarding lead.

In the event of the designated person being absent, Julie Oldroyd or Mrs Eve Perry, will be available to act in her place. Staff are all aware that any member of staff may raise concerns directly with Children's Social Care Services.

Broad areas of responsibility proposed for the Designated Senior Person for child protection Referrals:

- refer cases of suspected abuse or allegations to the relevant investigating agencies.
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

Training:

- to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how the Gloucestershire Safeguarding Children Board operates, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. (This is essential in respect of staff that are perhaps part time or work with more than one school. such as Connexions personal advisors, trainee teachers and supply teachers.);
- be able to keep detailed accurate secure written records of referrals/concerns;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- ensure the establishments child protection policy is updated and reviewed annually and work with the governing body/proprietor regarding this;
- ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where children leave the establishment ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file. (N.B. this can be done **electronically**). If a child leaves and the new school is not known, the Education Welfare Service and DCSF should be alerted so that these children can be included on the database for lost pupils.

The DCSF has clear guidelines on what schools, governing bodies and LAs should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by the Gloucestershire Safeguarding Children Board (www.gscb.org.uk)

Governors

A governing body should:

- Have a nominated Governor for Safeguarding - Mr Angus Mackenzie
- Ensure that the school has a **child protection policy** and procedures in place that are in accordance with LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request operate the DfE Safer Recruitment in Education and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, Disclosure and Barring Service and List 99 checks; From January 2010, the Governing Body should ensure that someone who is DfE Safer Recruitment in Education accredited sits on every recruitment panel as a champion for safe recruitment practice.

- Ensure that the school is using the procedures they have in place for dealing with allegations of abuse against members of staff and volunteers and that they comply with guidance from the LA and locally agreed inter-agency procedures (See Appendix 2)
- Have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies;
- Ensure the Head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- Ensure that a member of the governing body (usually the Chair or the nominated safeguarding governor) is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher;
- Review the school's policies and procedures annually and provides information to the LA about them and about how the above duties have been discharged;
- Recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to Government Safer Recruitment Guidance and that the school are following the DfE Safer Recruitment in Education Practice. In addition, the Governing Body should ensure that the school has staff who are Safer Recruitment accredited and that every recruitment panel from Jan 2010 has an accredited person on it. The Governing body should also ensure that refresher training for accredited staff is completed every 5 years.

Safer Recruitment in Education

Safeguarding children starts during the recruitment process. Following safer recruitment practice helps to ensure you are protecting children from adults who are unsuitable to work with them.

The following guidance is adopted:

- Advertisements - adverts that are placed include reference to the school's commitment to safeguarding and Disclosure and Barring Service (DBS) checks.
- Interviewing - Practice Safer Recruitment in Education techniques are used
- References are always followed up on preferred candidates prior to interview and are used as part of the interview process; photocopies or undated references are not accepted.
- DBS- all staff who start a new job or change roles, working with children have a DBS check.
- All governors will be DBS checked
- The school keeps a Single Central Record of staff checks including identity, qualifications and DBS/List 99/ISA checks carried out, by whom and when.

Staff

- Know that the Head Teacher is the designated senior person responsible for child protection and understand his/her role.
- Understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection and attend training every 3 years on Safeguarding.
- Implement procedures for identifying and reporting cases, or suspected cases, of abuse. In this school, any suspected cases of abuse should be referred immediately to the Designated Child protection officer (head teacher) who will ensure that the concern is logged in school and will either discuss the concern with a Social Care practitioner or, if clear, will refer the concern to the Children's Helpdesk within Social Care. Parents will be notified of the concern unless to do so would endanger the child or the concern is about sexual abuse or severe physical abuse.
- Ensure safer recruitment practices in checking the suitability of staff and volunteers to work with children are followed (see above information on Safer Recruitment in Education).
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. The school does this by ensuring that it has a clear whistle blowing policy to enable staff to challenge unsafe practice. The school also has a clear set of guidance for safer working practice for staff working with children and young people and this is brought to all staff's attention regularly.
- Ensure children know that there are adults in the school whom they can approach if they are worried

- Contribute to child protection through the curriculum by raising awareness of child protection issues through safety education as part of the non-statutory framework for Personal, Social and Health Education (PSHE).

As part of developing a healthy safer lifestyle pupils should be taught to:

- Recognise different risks in different situations and then deciding how to behave responsibly.
- Judge what kind of physical contact is acceptable or unacceptable.
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being.
- Develop effective ways of resisting pressures including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Develop skills to cope with emergency situations.

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

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social care if there is an unexplained absence of more than two days of a pupil who has a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

The Prevent Duty

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in **Working together to safeguard children** and **Keeping children safe in education** (which all staff must sign to say they have read). The DSL should refer to the Channel programme if a referral is made to them. This will enable early mechanisms to be put in place if it is felt an individual might be vulnerable to radicalisation. When training is available (WRAP) the DSL will undertake it and train other staff in school.

Pupil Support

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

1. The content of the curriculum.
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

3. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
4. Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
5. Ensuring that, where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Key Contacts

Jane Bee, Safeguarding Children Development Officer (Education)

Tel: 01452 426994

jane.bee@gloucestershire.gov.uk

Social Care (helpdesk)

01452 426565

www.gscb.org.uk

Appendix 1



Audit of statutory duties and associated responsibilities for schools in relation to ‘Keeping Children Safe in Education (DfE July 2015)’

Completion and return target date 11.12.15

This form

- can be used for your annual safeguarding report to the governors who should be involved in this audit process.
- provides statutory information to Gloucestershire’s Safeguarding Children Board
- will help to ensure that gaps are identified and plans put in place in order to help safeguard pupils
- will ensure that schools are aware of the Ofsted inspection framework

Section 175 of the Education Act 2002 was implemented in June 2004. This introduced new statutory duties for schools, governing bodies and local authorities. Keeping Children Safe in Education (2014) updated in July 2015, please refer to this updated version. S.175 guidance, requires governing bodies to carry out an annual review of the school’s policies and procedures and to provide information to the LA about how the duties set out in the guidance have been discharged. Independent schools and Academies are covered under Section 157 of the same Act.

The Early Years Foundation Stage Welfare requirements for Safeguarding covers schools providing Early Years facilities for children.

UNDER SECTION 14B OF THE CHILDREN ACT 2004, THE LSCB (I.E GLOUCESTERSHIRE SAFEGUARDING CHILDREN BOARD) CAN REQUIRE A SCHOOL OR COLLEGE TO SUPPLY INFORMATION IN ORDER TO PERFORM ITS FUNCTIONS; AND THIS REQUEST MUST BE COMPLIED WITH. This year we are looking for 100% returns so please return in time for the deadline, do not delay this because your Governing Body might not be meeting during this period.

The nominated governor for championing child protection, together with the Head and/or Designated Safeguarding Lead (DSL), should work on this audit **twice a year** - once to complete and submit the audit to the LA, and then half way through the year to review and agree actions for the next audit. These audits and reviews should be formally recorded within school management and governing body meetings, not least so that you can evidence these for Ofsted. NB when referring to Governing Body this includes registered providers, proprietors and management committees.

Each school/educational setting should have the following in place:

- A written safeguarding policy and up to date child protection (cp) procedures that have been agreed with the governing body. (A list of points to include in a policy is available from the 'LIVE' Child Protection Handbook for Educational setting which can be found at www.gscb.org.uk/handbook) and these should form part of your school's policy. Please do not print this, always use the 'LIVE' version which is kept up to date. The policy must be updated annually (Keeping Children Safe in Education, 2015)
- A standing agenda item for safeguarding is part of every Governing Body meeting.
- A Designated Safeguarding Lead (DSL) role established with job description and deputy/deputies identified <http://www.gscb.org.uk/article/113867/Safeguarding-in-Education> .
- A nominated Child Protection governor (preferably not the Chair) to champion child protection issues and challenge the school/setting.
- Other safeguarding procedures, including dealing with allegations against members of staff and safer working practice (Guidance for Safer Working Practice for Adults who work with Children and Young people).
- Training at the GSCB agreed level for all staff and volunteers (including appropriate governors) i.e 2 yearly for DSLs and 3 yearly for **all** other staff. For information on training please see <http://www.gscb.org.uk/article/113295/Safeguarding-training>

- Robust staff recruitment and selection processes which safeguard children and are in line with the Department for Education (DfE) procedures and the Government's document 'Keeping Children Safe in Education (2015). All settings should have an accredited person/people in Safer Recruitment. Safer Recruitment applies to **all** staff.
- A Single Central Record of identity, qualification and vetting checks for all staff and volunteers.
- An Acceptable Users Policy for IT equipment used by staff and volunteers (including computers, social networking sites, mobile phones, cameras, memory sticks etc.) both for pupils and for staff. The staff version should make it clear that staff should not be inviting pupils onto social networking sites and professional boundaries should be maintained.
- An Anti bullying policy (www.ghll.org.uk).
- A written co-ordinated offer of Early Help which is acceptable to all on the schools website.



Safeguarding Children

Audit of statutory duties and associated responsibilities for schools in relation to ‘Keeping Children Safe in Education (DfE 2015)’

Name of school.....Deerhurst and Apperley..... Status of school (Academy etc)
.....VC.....

Name(s) of person(s) completing form...JNeveu R Evans..... Job Role(s)Headteacher and SENDco.....

School email

Please tick appropriate box	Yes	No	Name of Person & Training Dates
The school has a Designated Safeguarding Lead (DSL) for Child Protection who has completed multi-agency CP training through the GSCB within the last 2 years and who is a member of the Senior Leadership Team	yes		Name: Jayne Neveu Date of Training: Sept 2015
The school has a deputy DSL (s) who has completed multi-agency CP training through the GSCB within the last 2 years and who is a member of the Senior Leadership Team	Yes		Name: Julie Oldroyd Date of Training: April 2015
The school has a nominated governor to champion child protection who has received training	Yes		Name: Aaron Mulligan Date of Training: 17 th June 2014
The Headteacher or a senior member of staff has successfully completed safer recruitment training and can evidence accreditation within the last 5 years.	Yes		Name: Jayne Neveu Date of Training: January 2013
A governor has successfully completed safer recruitment training and can evidence accreditation within the last 5 years.	Yes		Name: Mrs Susan Ross Date of Training: 4.12.15
Date of most recent Ofsted Inspection.	Date: March 2011		Grade: Good
Date of most recent whole-school cp training. NB This should be undertaken every three years. IF YOUR TRAINING IS DUE TO LAPSE WITHIN THIS ACADEMIC YEAR, PLEASE ENSURE YOU CONTACT US TO RE-BOOK. It is not the responsibility of the GSCB to remind you. Date of Training: Feb 2014 Training Provider: GSCB			

address:.....head@deerhurst.gloucs.sch.uk.....
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I agree that the information in this audit is correct and the actions have been agreed.

Signature of Headteacher.....JANeveu.....Signature of **Chair of Governors**/Management
Committee.....BMessham.....

DATE OF INTERIM REVIEW FOR AUDIT.....**June 2016**.....

Identify which of the statements below best describe your school or setting: (you should also look at the action plan you completed on the Audit last year)

If your school is scoring mostly Level 1 – well done and thank you for your continuing commitment in this area.

If your school is scoring mostly Level 2 or 3, you clearly have made a good start but still have some work to do. Plan some work in before your next Ofsted inspection. You may find Annex A, the Safeguarding Action Plan, useful for this.

If your school is scoring mostly Level 4 you need to make your safeguarding and child protection planning a priority; your next Ofsted inspection may be very critical of the gaps.

1) The voice of the child

1.	The school/setting has identified, listened to and made provision for its most vulnerable children and young people. The school can identify those who are more vulnerable (e.g. who have Mental Health issues, a parent in prison, substance misusing parents, young carers, domestic abuse in the home, Special Educational Needs, medical needs, are on a Child Protection Plan or have child protection concerns raised about them, are Children in Care, are children with a disability or children who may be subject of FGM, at risk of radicalisation or vulnerable to CSE) has sought their views on school life and pastoral care from a variety of sources including the on-line pupil survey (OPS) and can evidence that provision is in place to support them effectively.
2.	The school/setting has identified and made provision for its most vulnerable children and young people. The school can identify those who are more vulnerable (e.g. who have Mental Health issues, a parent in prison, substance misusing parents, young carers, domestic abuse in the home, Special Educational Needs, medical needs, are on a Child Protection Plan or have child protection concerns raised about them, are Children in Care, are children with a disability or children who may be subject of FGM, at risk of radicalisation or vulnerable to CSE) and can evidence that provision is in place to support them within school

	but has not sought their views on such provision.
	3. The school/setting can identify those who are more vulnerable (e.g. who have Mental Health issues, a parent in prison, substance misusing parents, young carers, domestic abuse in the home, Special Educational Needs, medical needs, are on a Child Protection Plan or have child protection concerns raised about them, are Children in Care, are children with a disability or children who may be subject of FGM, at risk of radicalisation or vulnerable to CSE) and is currently looking at seeking their views and ensuring informed provision is in place to support them within school.
	4. The school would struggle to identify its most vulnerable children and young people and any provision in place is not informed by the most vulnerable groups.

2) The School's offer of Early Help

	<p>1. In line with Keeping Children Safe in Education (2015), the school/setting and staff have carefully considered their offer of Early Help including examples such as:- PinK Safeguarding Curriculum (available through GHLL), CSE screening tool, listening to the voice of the child to identify FGM, Domestic Abuse both at home and in the child's own relationship, staff supervision, OPS, response to radicalisation, multi-agency working (MARAC, MASH and Social Care), suicide prevention, referral processes and staff training, CAFs and considering permanency for the child/young person. All staff are aware of these and know how to raise a concern. The offer of Early Help is written and published on the school/setting's website and is referred to in the school's safeguarding policy and for parents/carers.</p>
	<p>2. In line with Keeping Children Safe in Education (2015), the school/setting and staff have carefully considered their offer of Early Help including examples such as:- PinK Safeguarding Curriculum (available through GHLL), CSE screening tool, listening to the voice of the child to identify FGM, Domestic Abuse both at home and in the child's own relationship, staff supervision, OPS, response to radicalisation, multi-agency working (MARAC, MASH and Social Care), suicide prevention, referral processes and staff training, CAFs and considering permanency for the child/young person. Not all staff are aware of these and know how to raise a concern. The offer of Early Help is written and referred to in the school's safeguarding policy and for parents/carers but is not available on the school/setting website.</p>
	<p>3. In line with Keeping Children Safe in Education (2015), the school/setting and staff are considering their offer of Early Help including examples such as:- PinK Safeguarding Curriculum (available through GHLL), CSE screening tool, listening to the voice of the child to identify FGM, Domestic Abuse both at home and in the child's own relationship, staff supervision, OPS, response to radicalization, multi-agency working (MARAC, MASH and Social Care), suicide prevention, referral processes and staff training, CAFs and considering permanency for the child/young person.</p>
	<p>4. Currently the school/setting is unclear of what the offer of Early Help is</p>

If applicable, do you think that the pupil premium funding is impacting on your offer of Early Help? **Yes/No**

(attach annual summary or similar if available)

Comments

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3) The school/setting's safeguarding policy

<p>1. The school/setting has a policy which is up to date and includes the points provided by the LA (DSL's Handbook) www.gscb.org.uk/handbook including gender identity and sexuality. There is evidence the policy has been read by all staff, volunteers and workers and adopted by the governing body. Also, parents/carers are aware of it through the prospectus and/or the school website. The policy is understood, reviewed annually and ratified by appropriate body (i.e Governors, Senior Management) and reflects the latest Ofsted guidance, includes extended services, school trips and refers to the school/settings offer of Early Help.</p>
<p>2. The school/setting has a policy which is up to date and includes the points provided by the LA (DSL's Handbook) www.gscb.org.uk/handbook including gender identity and sexuality. There is evidence the policy has been read by all staff, volunteers and workers and adopted by the governing body. Also, parents/carers are aware of it through the prospectus and/or the school website. The policy is reviewed annually and ratified by Governors and includes extended services and school trips.</p>

	3. The school/setting has a policy which is up to date, includes the points provided by the LA (DSL's Handbook), shared with and accessible to parents/carers but not fully effective in that not all staff and volunteers are aware of it. The policy is reviewed annually and ratified by Governors.
	4. The school/setting has a policy but it needs updating.

4) Child protection procedures

	1. All teaching and non teaching staff, governors, volunteers, supply/ agency staff, external agencies and regular visitors know where to find the on-line Gloucestershire Safeguarding Children Board (GSCB) procedures (www.gscb.org.uk) and use these within the setting. Temporary staff are given a copy of the setting's safeguarding policy and the name and contact details of the DSL. The DSL has registered for email alerts with the GSCB website and knows how to use the Escalation Policy when necessary.
	2. Only teaching staff and relevant governors are aware of the GSCB and the setting's child protection procedures.
	3. Procedures are in place but only the DSL and the senior management team/nominated cp governor know about them.
	4. Child protection procedures (which include what to do if there are concerns about a child/young person) are in place, but known only by the DSL.

5) Consistency and cross referencing of procedures

	1. All key policies/procedures cross refer to the CP policy e.g. anti-bullying, medical needs, first aid, pastoral care, positive handling and restraint, discipline, health and safety, sex education, complaints, Acceptable Users Policy (AUP), SEN, travel, school/setting trips and attendance. All policies have been robustly reviewed, understood and ratified by the governing body (who has responsibility) within the appropriate timescale for each policy. Schools/settings should ensure that policies have considered those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.
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	2. The school/setting has reviewed all policies/procedures, identified those that need to be amended to be in line with the safeguarding policy and cp procedures and has drawn up an action plan to ensure they cross-reference appropriately.
	3. The school/setting has made a start at looking at other policies/procedures that need to cross reference to the safeguarding policy and cp procedures.
	4. Although cp procedures are in place, other policies and procedures (e.g. anti-bullying, positive handling and restraint, discipline, health and safety, sex education, complaints, Acceptable Users Policy (AUP), SEN, travel, school trips, etc) contradict or do not reference them.

6) Training

	1. The DSL, deputy DSL(s) and nominated governor have undertaken basic awareness (single agency) training. They have also received inter agency CP training appropriate to their roles in the last two years and all other staff have received basic awareness training in the last three years. Staff working in a child protection role are provided with practice reflection (a chance to reflect on actions/feelings and improve/change working practice).
	2. The DSL has had updated inter agency training in the last two years but the nominated governor and other staff members have not been offered training.
	3. The DSL has received inter agency training but has not been updated in the last two years (NB this would be a potential negative judgment for Ofsted Inspection).
	4. The DSL has not attended any inter agency child protection training.

7) Safeguarding, Emotional Health and Wellbeing within the curriculum

	1. Through PSHE and other curriculum contexts, children and young people are encouraged to talk about feelings to deal assertively with pressures such as child sexual exploitation, healthy relationships, forced marriage and grooming, are listened to and provided with age-appropriate advice and guidance that meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils. Children and young people know to whom they can turn for help and advice if necessary. Please see www.ghll.org.uk for curriculum resources including Pink Safeguarding Curriculum. Key staff have undertaken Mental Health First Aid training (free through GHLL)
	2. Through PSHE and other curriculum contexts, children and young people are encouraged to talk about feelings to deal assertively with pressures such as child sexual exploitation, healthy relationships, forced marriage and grooming, are listened to and provided with age-appropriate advice and guidance that meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils. Children and young people know to whom they can turn for help and advice if necessary. Please see www.ghll.org.uk for curriculum resources including Pink Safeguarding Curriculum.
	3. The curriculum provides some opportunities for children and young people to consider risk situations and explore strategies for keeping safe.
	4. The school/setting is seeking advice about how to develop opportunities for safeguarding and emotional health and wellbeing work within the curriculum.

Please indicate whether your setting has used or is planning to use the following resources

Pink Safeguarding Curriculum	Used / Planning to use / Not used
Beyond Fed Up – Suicide prevention resource	Used / Planning to use / Not used
Give and Get – issues on consent and healthy relationships	Used / Planning to use / Not used
Teenage Relationship Abuse – domestic violence affecting teenagers	Used / Planning to use / Not used
CSE – Love or Lies Exploitation lesson	Used / Planning to use / Not used
Make me a super hero - Resilience	Used / Planning to use / Not used
Focussed for Learning - Mindful Learning	Used / Planning to use / Not used
Counting Sleep - Improving health through better sleep	Used / Planning to use / Not used

8) Safer recruitment

1.	Recruitment and selection processes are fully compliant with the minimum standards laid down by the GSCB www.gscb.org.uk/article/113325/Safer-Recruitment-Accreditation and can be evidenced. Interview panels always include a member who is safer recruitment accredited (NB accreditation only lasts for 5 years). There is a safeguarding statement in adverts and induction for all new staff includes child protection and expectations regarding conduct. References for shortlisted candidates are collected prior to interview and used as part of the interview process. Internal references are sought for internal candidates.
2.	Recruitment and selection processes are fully compliant with the minimum standards laid down by the GSCB www.gscb.org.uk/article/113325/Safer-Recruitment-Accreditation . Interview panels have a member who is safer recruitment accredited (NB accreditation only lasts for 5 years).
3.	Recruitment and selection processes are being reviewed to ensure they are in line with minimum standards laid down by the GSCB www.gscb.org.uk/article/113325/Safer-Recruitment-Accreditation
4.	Recruitment and selection processes have not yet been revised in line with minimum standards laid down by the GSCB www.gscb.org.uk/article/113325/Safer-Recruitment-Accreditation

9) Disclosure and Barring Service

1.	All staff have either an existing CRB check or a new-type DBS check in place. The changes under the Disclosure and Barring Service (DBS) are understood and all new paid posts within the school (a regulated place) have an enhanced DBS disclosure with a check of the barred list. Any voluntary posts within the school have been assessed to see whether they meet the definition of a Regulated Activity and DBS checks have been requested for those that meet the criteria. Any volunteer posts within the school that do not fall under the definition of Regulated Activity are suitably supervised and a risk assessment for the role has been carried out.
2.	All staff have either an existing CRB check or a new-type DBS check in place. The changes under the Disclosure and Barring Service (DBS) are understood and all new paid posts within the school (a regulated place) have an enhanced DBS disclosure with a check of the barred list. Voluntary posts within the school have not yet been assessed to see whether they meet the definition of a Regulated Activity.
3.	All staff have either an existing CRB check or a new-type DBS check in place. The changes under the Disclosure and Barring Service (DBS) are not yet fully understood. Voluntary posts within the school have not yet been assessed to see whether they meet the definition of a Regulated Activity.
4.	Not all staff have an existing CRB check or a new-type DBS check in place. The changes under the Disclosure and Barring

	Service (DBS) are not fully understood and voluntary posts within the school have not yet been assessed to see whether they meet the definition of a Regulated Activity.
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10) Safer Working Practice

	1. There is a guide to safer working practice http://www.gscb.org.uk/CHttpHandler.ashx?id=40127&p=0 for all staff and visitors and volunteers who come regularly into school/setting. A copy has been given to all staff who have signed to confirm that they have read it. There has been 'safer working practice' awareness raising for all staff through discussions in a staff meeting lead by the SMT and this has been minuted for evidence
	2. There is a guide to safer working practice for all staff and visitors and volunteers who come regularly into school/setting. A copy has been given to all staff who have signed to confirm that they have read it.
	3. A guide to safer working practice exists (in line with DFE guidance) for some staff groups but needs widening to incorporate everyone who has contact with children. Staff are unaware of the guide.
	4. There is no guidance on safer working practice for staff.

11) Children with Disabilities and Special Educational Needs (SEN)

	1. The school/setting has an SEN policy that is up to date and reflects their local offer that outlines the identification, assessment and provisions put in place to support a child/young person with SEN and the role of the SENCO. There is evidence the policy has been read by all staff and it is accessible to parents/carers. The policy is reviewed annually and ratified by Governors. Information is shared appropriately with teachers and other staff regarding a child's needs, continual sharing takes place as the child/young person moves up the school/setting and there is strong communication with parents/carers. Measures are also put in place to support the individual needs of a child/young person and staff are fully aware of the appropriate care actions. The school is implementing the new ECH (Education Care and Health) plans to replace statements and is working towards these as they are transformed.
	2. The school/setting has an SEN policy that is up to date and reflects their local offer that outlines the identification, assessment and provisions put in place to support a child/young person with SEN and the role of the SENCO. Information is shared with teachers regarding a child/young person with SEN and communication with parents/carers take place. Some measures are put in place to support the individual needs of a child/young person and staff are aware of the appropriate means

	of communication and contact with a child/young person in regard to additional care they require.
	3. The school/setting has an SEN policy and shares information appropriately with teachers and other staff regarding a child/young person with SEN. There are measures to support the individual learning of a child/young person.
	4. The school/setting does not have an SEN policy and there are no measures in place to support the individual needs of a child/young person.

12) Exclusions

	1. All school/setting staff involved in exclusions follow procedures set out in government exclusion guidance. The Headteacher or equivalent knows about/follows the Children in Care protocol as an alternative to permanent exclusion. The headteacher or equivalent and governing body take account of their statutory duties in relation to Child Protection and SEN when administering the exclusion process and provide evidence of this in the exclusion paperwork. The DSL endeavours to contact the social worker to discuss support for a child/young person with a Child Protection Plan before any fixed period exclusion. The DSL ensures that a core group is called to help plan support for any child/young person with a Child Protection Plan who is at risk of permanent exclusion. The school/setting has clear monitoring procedures in respect of safeguarding arrangements at any alternative provision used for excluded children and young people. Any school/setting exclusion data is collated and analysed including groups over-represented in the figures.
	2. Most school/setting staff involved in exclusions follow procedures set out in government exclusion guidance. The Headteacher or equivalent knows about/follows the Children in Care protocol as an alternative to permanent exclusion. The Headteacher or equivalent and governing body take account of their statutory duties in relation to Child Protection and SEN when administering the exclusion process and provide some evidence in exclusion paperwork. The DSL contacts the social worker when a child/young person with a Child Protection Plan is issued with a fixed period exclusion. The DSL ensures a core group is called for any child/young person with a Child Protection Plan who is at risk of permanent exclusion. The school/setting has some monitoring procedures in respect of safeguarding arrangements at any Alternative Provision used for excluded children and young people. Any school exclusion data is collated and analysed including groups over-represented in the figures.
	3. Some school/setting staff involved in exclusions follow procedures set out in government exclusion guidance. The Headteacher or equivalent knows about/follows the Children in Care protocol as an alternative to permanent exclusion. The Headteacher or equivalent and governing body take some account of their statutory duties in relation to Child Protection and SEN when administering the exclusion process but do not provide evidence in exclusion paperwork. The DSL contacts the social worker when any child or young person with a Child Protection Plan is given a fixed period exclusion in some instances. The school/setting has no monitoring procedures in respect of safeguarding arrangements at any alternative provision used for excluded children and young people. Any school exclusion data is collated and analysed including groups over-represented in the figures.

<p>4. Staff involved in exclusions do not always follow procedures set out in government exclusion guidance. The Headteacher or equivalent and governing body do not take account of their statutory duties in relation to Child Protection and SEN when administering the exclusion process. The DSL does not contact the social worker when any child/young person with a Child Protection Plan is issued with a fixed period exclusion. The DSL does not ensure that a core group is called for any child/young person with a Child Protection Plan who is at risk of permanent exclusion. The school/setting has no monitoring procedures in respect of safeguarding arrangements at any alternative provision used for excluded children and young people. Any school/setting exclusion data is not collated and analysed to include groups over-represented in the figures.</p>

13) Single Central Record – NB: Your Single Central Record of checks will be scrutinised by Ofsted Inspectors and has previously been a limiting judgement in an inspection. See Part 3 of *Keeping Children Safe in Education 2015* It will remain an inspection criteria and will affect Ofsted judgements if not complete.

	<p>1. There is a single central record in place which clearly states:</p> <ul style="list-style-type: none"> • Identity checks have been carried out, by whom and when (actually recording what evidence was seen, the date it was seen and the initials of who saw it. This would need to record “driving license” or “passport” etc.) NB: Copy of what has been seen to be kept on personnel file. • CRB or DBS checks (include Barred list where relevant) have been done and risk assessed • All staff in post since March 2002 and in regular contact with children have been CRB/DBS checked, evidence has been checked and the SCR record shows what was checked, by whom and when. (Staff in place prior to March 2002 should evidence the local police check in place at the time (ER100 or ER200) and if this cannot be evidenced, a DBS check should be obtained). All new posts should have been assessed under the DBS criteria. • Supply teachers have been CRB/DBS checked, agency teachers and staff have been CRB/DBS checked, evidence of these checks from the relevant agency has been received, the evidence seen has been recorded, by whom and when and ID checks have been carried out by the school/setting. All new posts should have been assessed under the DBS criteria. • Volunteers and School Governors have been CRB/DBS checked if their role within school falls under the new DBS definition of a Regulated Activity (Sep 2012) i.e. they have regular and unsupervised responsibility for children. If not, they are continually supervised and the decision not to DBS is recorded on the Single Central Record. NB: All proprietors of Independent Schools (including Academies and Free schools) must be DBS checked regardless of whether in a regulated activity. • Qualifications required for the post are listed, evidence has been seen (including what evidence), by whom and when. NB: Copy of what has been seen to be kept on personnel file. • Prohibition Checks have been carried out on all teachers using the Employer Access Online Service and this can be evidenced. NB: This was a new requirement for 2014. • Evidence of permission to work in the UK and suitability for those who are not Nationals of the European Economic Area (EEA) has been checked, by whom and when. NB: Copy of what has been seen to be kept on personnel file. • If someone is an EU National but has lived/worked overseas, checks should be carried out for this period https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants . • Staff from other schools/agencies who are regular visitors with unsupervised responsibility for children (Regulated Activity) should be included on the SCR • Childcare Disqualification Requirements checks have been undertaken annually on those staff that are affected by these regulations and included on the SCR • Have attended one of the GSCB Single Central Record Drop-In sessions if applicable
	<p>2. There is a Single Central Record in place which indicates that identity, qualifications, CRBs/DBS, Prohibition and Barred List and right to work checks have been carried out but not for all relevant staff.</p>

	3. There is a Single Central Record in place but not all checks above can be evidenced and not all staff are included in the record.
	4. There is no Single Central Record in place yet.

14) Procedures on how to manage allegations made against staff/volunteers – Appendix 5 Working Together 2010, Working Together 2015 and South West Procedures

	1. Procedures for the management of allegations are known by all school/setting staff and Governors who know where they are kept if they need to refer to them. The Chair of Governors or equivalent knows what to do if an allegation is made against the Headteacher or equivalent. If an allegation has been made there is evidence that the procedures are followed properly, reported to the Local Authority Designated Officer (LADO) and clear records kept. www.gscb.org.uk/swprocedures
	2. Procedures for the management of allegations are known by all school/setting staff who know where they are kept if they need to refer to them. The Chair of Governors or equivalent knows what to do if an allegation is made against the Headteacher or equivalent.
	3. All members of the Senior Management Team are aware of the procedures for managing allegations against members of staff, and know where they are kept if they need to refer to them.
	4. School/setting staff are not aware of the procedures which will be followed if allegations are made about them and the Headteacher or equivalent has not read the recent guidance: Appendix 5 Working Together 2010 and South West Procedures

15) Record keeping procedures

	1. The school/setting has reviewed its procedures on recording, retaining and sharing child protection concerns against LA guidance – www.gscb.org.uk/handbook and has amended its procedures accordingly and they are applied consistently. A chronology is kept and is taken to every multi agency meeting. There is evidence that all staff are following the procedures and actions/outcomes are recorded against each concern including those regarding the exclusion of children and young people. Child Protection files are passed on to any new school, educational setting or college that the child/young person has moved to. If the school/setting is unaware of the location of a child/young person after 10 days or sooner if there are previous concerns, the Children Missing Education protocol must be referred to.
	2. The school/setting has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against LA guidance, www.gscb.org.uk/handbook has amended its procedures accordingly and they are applied consistently.
	3. The school/setting has procedures on recording, retaining and sharing child welfare and child protection concerns but they have not been reviewed against LA guidance (DSL Handbook available on-line) www.gscb.org.uk/handbook .

	4. The school/setting does not have a procedure for recording, retaining and sharing records of child welfare and child protection concerns.
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16) Children Missing from Education

	1. The Children Missing Education (CME) processes are well established in line with current LA guidance. All staff are fully aware of the processes and relevant timescales for reporting unexplained absences.
	2. CME processes are established in line with current LA guidance. Staff understand these processes but practice is not established or formalised for all staff.
	3. Parts of the CME processes are established in line with current LA guidance.
	4. There is no knowledge of the CME processes.

17) Female Genital Mutilation (FGM)

	1. Designated senior staff for child protection are aware of the issues and have ensured that staff in the school are aware of the potential risks and have undertaken the on-line FGM training http://www.safeguardingchildren.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training/ . Staff are aware of the signs that a child/young person may become subject to female genital mutilation i.e talking about a journey/becoming a woman plus a planned extended holiday abroad and understand the current legislation around prevention orders and mandatory reporting. Staff know to report this before the female leaves the UK. Through the GHLL curriculum resources, awareness raising has taken place with children and young people as appropriate. It is illegal for FGM to be practiced in the UK and it is illegal to remove a child from the UK for this purpose.
	2. Designated senior staff for child protection are aware of the issues and the potential risks. Some staff are aware of the signs that a child/young person may become subject to female genital mutilation i.e talking about a journey/becoming a woman plus a planned extended holiday abroad. Some staff know to report this as a child protection concern.
	3. Designated senior staff for child protection are aware of the issues and potential risks. No other staff in the school are aware of the issues or potential risks. Staff are not aware of the signs that a child/young person may become subject to female genital mutilation and would not know what process to follow.
	4. Staff are not aware of the issues or the potential risks around FGM.

18) Transport – People driving vehicles only for Children are now within the DBS regulation of a Regulated Activity.

	1. A risk assessment is in place for all transport movements, a member of staff wearing a suitable high visibility jacket is deployed to assist in loading/unloading school transport services where appropriate. Staff undertake checks to ensure transport staff have been issued and if contracted by GCC are wearing their GCC Transport ID badges. If the school contracts directly with the driver or company the school must satisfy themselves that DBS checks have been completed. All incidents are recorded and reported. If transport is required for a school trip permission is obtained from parents. Staff/volunteers using their own cars to transport children have insurance that covers Business use and relevant checks are carried out to ensure the vehicles have current MOTs and the drivers have driving licenses and consider appropriate use of booster/car seats to meet UK legislation.
	2. A risk assessment is in place for all transport movements. A member of staff wearing a suitable high visibility jacket is deployed to assist in loading/unloading school transport services where appropriate. DBS checks are in place.
	3. A risk assessment is in place for all transport movements.
	4. No risk assessment in place, staff do not supervise loading/unloading of school transport, no checking of transport staff ID badges

19) Acceptable Users Policy

	1. The school/setting has an Acceptable User's Policy (AUP) that covers all areas of IT equipment for all staff and pupils i.e. mobile phone use by staff and pupils, photographing pupils, using selfie sticks, use of school cameras only, downloading of photographs only on school computers, Social Media use (such as Facebook, Twitter) staff should not invite children and young people (past or present) onto personal social networking sites), internet use, email use (use of school email addresses
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	only for children and young people' personal information) and encrypted or password protected memory sticks if transporting data. All of these may be a requirement to avoid potential illegal activity. All staff, volunteers and pupils are aware of this policy, it is up to date, easily available and has been ratified by the governing body. Work is carried out with parents to establish a home/school link.
	2. The school/setting has an Acceptable User's Policy (AUP) which is well known but it only covers pupils (not staff or volunteers).
	3. The school/setting has an Acceptable User's Policy but it is not well known and doesn't cover both pupils and staff.
	4. The school does not have an Acceptable User's Policy (AUP).

20) E-Safety

	1. The school has audited needs of staff and provided training to ensure knowledge of safe and appropriate use of new technology. School/setting has communicated with parents to ensure they understand how to keep children safe at home. The school has worked with children and young people to help them to understand how to manage risk. There is an age-related comprehensive curriculum for e-safety and that impact of this is measured. The SWGFL offer a Boost package which is available for schools to buy. The package includes a comprehensive learning pack for teachers and delivery of e-safety to Parents - http://www.swgflstore.com/collections/frontpage/products/swgfl-boost School/settings are proactively seeking local and national guidance such as Skillzone, CEOPs and local police force.
	2. The school/setting has audited needs of staff and provided training to ensure knowledge of safe and appropriate use of new technology. The school/setting has worked with children and young people to help them to understand how to manage risk but has not communicated this to parents. There is an age-related comprehensive curriculum for e-safety and that impact of this is measured.
	3. The school/setting has audited needs of staff and provided training to ensure knowledge of safe and appropriate use of new technology. The school/setting has worked with children and young people to help them to understand how to manage risk but has not communicated this with parents.
	4. The school/setting has not yet audited needs of staff or provided training to ensure knowledge of safe and appropriate use of new technology. The school/setting has worked with children and young people to help them to understand how to manage risk but has not communicated this to parents.

21) Anti Bullying

	1. The school/setting has an effective Anti-Bullying Policy covering all types of bullying such as (homophobic, cyber, Lesbian, gay bi-sexual and transgender, racist, Gypsy, Roma and Traveller children etc) that is owned, understood and implemented by all sections of the school/setting and the wider community. Any form of bullying is recorded and dealt with by the school and governing body and can be evidenced. This policy is reviewed annually by the key stake holders, approved by the Governing Body and available to the wider public on the school's web site. Through the use of the Safeguarding PinK Curriculum schools/settings can evidence they have addressed issues in an age appropriate way. Children and young people are aware of homophobic/transphobic bullying and ways to stop it. Understanding of same sex families, derogatory language regarding staff and anyone within the school/setting community who felt they should be the opposite gender.
	2. The school/setting has an Anti-Bullying Policy that is owned and understood by the school/setting and the wider community but might not cover all types of bullying (homophobic, cyber, Lesbian, gay bi-sexual and transgender, racist, Gypsy, Roma and Traveller children etc). This policy is not reviewed annually by the Governing Body but a hard copy is available on request.
	3. The school/setting has an Anti-Bullying Policy but it is out of date and the wider community was not involved in writing it or aware of its contents.
	4. The school/setting does not have an Anti-Bullying Policy.

22) Attendance

	1. The school/setting has a senior leader with strategic responsibility for attendance and named officer/s with responsibility for responding to absence on a daily basis. The school has an attendance policy and clear systems for responding to child and young people absence in line with government and LA attendance guidance. All school/setting staff know and fulfill their statutory duties in respect of Pupil Registration Regulations.
	2. The school/setting has a senior leader with strategic responsibility for attendance and named officer/s with responsibility for responding to absence on a daily basis. The school/setting has an attendance policy and some systems for responding to child and young people absence in line with government and LA attendance guidance. School/setting staff know and fulfill some of their statutory duties in respect of Pupil Registration Regulations.
	3. The school/setting has named officer/s with responsibility for responding to absence. The school/setting has some systems for responding to child and young people absence. Some school/setting staff know their statutory duties in respect of Pupil Registration Regulations.
	4. The school/setting has named officer/s with responsibility for monitoring absence. School/setting staff are unaware of their statutory duties in respect of Pupil Registration Regulations.

23) Behaviour

	1. Positive behaviour is constantly promoted. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children. Force, restraint and use of safe places are only used in strict accordance with the legislative framework to protect the child/young person and those around them. All incidents are reviewed, recorded and monitored and the views of the child/young person are sought and understood. Monitoring of the management of behaviour is effective, and the use of the restraint significantly reduces or ceases over time.
	2. Positive behaviour is constantly promoted. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children. Force, restraint and use of safe places are only used in strict accordance with the legislative framework to protect the child/young person and those around them. Not all incidents are reviewed, recorded and monitored and the views of the child/young person are not sought and understood.
	3. Positive behaviour is promoted. Some staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children. Force, restraint and uses of safe places are used protect the child/young person and those around them. Incidents are not reviewed, recorded and monitored and the views of the child/young person are not sought and understood.
	4. The school has a behaviour policy but it needs updating and positive behaviour is not promoted.

24) Prevent

	1. Designated Senior Staff for child protection are aware of the issues and have ensured that all staff in school are aware of the Prevent Duty for Schools https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf . All staff are able to identify those children who may be vulnerable to radicalization and know what to do when they are identified. The school/setting engages with any Channel Panel meeting and is building young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. A member of senior staff has received Workshop to Raise Awareness of Prevent Training and communicated these messages to all staff. All staff have undertaken some form of Prevent Training (which might include the on-line training at http://course.ncalt.com/Channel_General_Awareness and there is evidence of this).
	2. Designated Senior Staff for child protection are aware of the issues and have ensured that all staff in school are aware of the Prevent Duty for Schools https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf . Some staff are able to identify those children who may be vulnerable to radicalisation, and know what to do when they are identified. School/setting is building young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Some staff have undertaken some form of Prevent training (which might include the on-line training at http://course.ncalt.com/Channel_General_Awareness)

	3. Designated Senior Staff for child protection are aware of the issues and have ensured that all staff in school are aware of the Prevent Duty for Schools https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf . Staff are not able to identify those children who may be vulnerable to radicalisation, and do not know what to do if they are concerned. School/setting has not yet started to promote fundamental British values.
	4. There is no knowledge of the Prevent Duty.

25) The on-line pupil survey is funded by GCC to ensure that the voice of Gloucestershire's children is heard (www.ghll.org.uk)

1. Did your school/setting take part in the online pupil survey in 2014? **Yes/No**
2. Have you looked at your children's responses in the OPS to see what they have said about: **Yes/No**
 - *Feeling safe in school and at home **Yes/No**
 - *their ability to make and keep friends? **Yes/No**
 - *their confidence that they have someone to turn to in school when they need help? **Yes/No**
 - *how well the school deals with bullying **Yes/No**
 - * are they being bullied? **Yes/No**
 - * if they are thinking about self harm? **Yes/No**
 - * witnessing domestic violence? **Yes/No**
 - * being happy, confident about the future and ambitious? **Yes/No**
3. Have you signed up for your school/setting to take part in the online pupil survey in 2016? **Yes/No**
4. Gloucestershire Healthy Living and Learning is an accreditation scheme to support and celebrate health improvement in Gloucestershire's children (www.ghll.org.uk). The voice of the Child is central to the process.
 - *Is your school taking part? **Yes/No**
 - * Have you contacted your leading teacher? **Yes/No**
 - * Are you registered and using the new PinK curriculum **Yes/No**

26) Any other areas of achievement in relation to safeguarding and child protection for your particular school or setting that you wish to tell us about

	1.
	2.
	3.
	4.

Additional information

- 1) Designated person for ‘Children in Care’ pupils (previously Looked After Children LAC) –
PLEASE AMEND RECORDS TO REFER TO CHILDREN IN CARE

Name.....Jayne Neveu.....

Date of latest Children in Care Training.....

Designated governor for Children in Care pupils (Previously Looked After Children LAC) –

Name.....TBD.....

Date of latest Children in care training.....

- 2) Designated person for dealing with pupils who are unable to attend school because of medical needs

Name.....Jayne Neveu.....

Please provide the following information relating to the academic year 2014/15 (i.e Sept 14 to 31 Aug 15)

- 3) Number of Child Protection requests for service to Children's Social CareNone.....
(NB this will be required by Ofsted at Inspection)

Do you have a record of the outcomes of all cases referred? Yes / No/NA

If you made **no** requests, did you consult with Social Care or the Safeguarding Children Service about any individual pupils? Yes /
No

- 4) Number of children subject to a child protection plan (at date of report).....None.....

Number of invitations to child protection conferences.....N/A.....

Number of conferences attended.....N/A.....

Reason(s) for non-attendance (if applicable)N/A

..... **(Please note that a number of schools are still not attending CP conferences, which is having a serious impact on the protection for these children. It is a mandatory duty to provide reports 48 hours prior to a CP Conference in order for professionals and the family to have read them)**

Have you used the Escalation Policy? Yes / No

Comments

- 5) Number of allegations/concerns about members of staffNone.....

Number reported to LADO.....N/A.....

- 6) Common Assessment Framework (CAF) / My Plan Plus (MPP)

Has a member of staff from your school/setting undertaken CAF training? Yes / **No**

Were any CAF/MPP assessments undertaken in relation to students at your school during the last academic year? Yes / **No**

If yes, how many?

How many CAFs/MPP were offered and refused by parents?.....None...

7) How many Child Sexual Exploitation (CSE) Protocol and Screening Tools have you completed?None.....

How many of these were referred in?.....N/A.....

8) How many referrals have you made in regards to Female Genital Mutilation?None.....

9) Have you put any cases forward for consideration by the Multi-Agency Child Protection Focus Group? Yes / **No/NA**

If yes, how many?

Comments

.....

10) How many referrals have you made to social care for cases of private fostering where the intention is that the arrangement will last for more than 28 days?None.....

11) Have you been contacted or yourself contacted the Multi-Agency Safeguarding Hub (MASH)? **Yes** / No

If yes, what was your experience of this?

CommentsI was contacted and it was very
informative.....
.....

12) Have you been involved in the systems review process for Serious Case Reviews?

Yes / **No**

If yes, what was your experience of this?

Comments

.....

13) **IT Filters**

Does your school continue to use the SW Grid for Learning? **Yes/No**

If not, please advise how filters on IT systems are managed within the school

.....

14) **Secondary schools only**

- Has the member of staff responsible for work experience considered and :
 - Ensured that all block and extended placements for 14 -19 year olds have undertaken appropriate level of DBS checks to enhance the safety of vulnerable students? **Yes / No**
 - Ensured that appropriate information relating to child protection issues for the individual student has been passed to the Work Based Learning Provider (WBLP) in a confidential manner to ensure the student is not left vulnerable in the work placement (including employers)? **Yes / No**
 - Notified the WBLP of an emergency contact at the educational setting should a child protection issue arise. **Yes / No**
 - Agreed protocols and strategies are in place to enable the young person to be safeguarded. **Yes / No**

Information on workplacements can be found at <https://www.gov.uk/government/publications/post-16-work-experience-as-a-part-of-16-to-19-study-programmes>

15) Suicide Prevention – All pupils in Secondary School (yrs 7 to 13) have been provided with their “Nobody Understands?” sticker with a clear rationale as to why they have been provided? **Yes / No**

Please record here any other comments you wish to make, for example

- safeguarding/child protection issues in your school

- local inter-agency working
- this audit process

.....None.....

.....

Please return completed audit (either hard copy or electronic version) to:

**Jane Bee
Safeguarding Children Service,
Room 129, Block 1, Shire Hall,
Gloucester GL1 2TP**

**Tel: 01452 426994
gscaudits@gloucestershire.gov.uk**

Completion and return target date 11.12.15

For GSCB Business Unit use – please leave blank

Date form received.....

Date read

Response needed Yes / No

Date of response.....

Plan summary.....
.....
.....

Annex A

School's Safeguarding Action Plan following self audit – This is important evidence for Ofsted

(For school use only)
(Copied to Jane Bee for info)

Action	By whom	Target date	Date achieved
To Explore putting Offer of Early help onto website	HT	Jan 2016	
SCR drop in session for Office manager	HT	Next meeting in 2016	
Explore use of Pink Curriculum	HT	Easter 2016	
Raise awareness of staff about CME	HT	Jan 2016	
Train governor for CLA	HT	Half term 2016 Feb	
Write children Missing in education policy	HT	Half term 2016 Feb	

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Appendix two

Recognising signs of child abuse

Categories of Abuse:

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

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression

- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding

- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

- Developmental delay

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

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

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

Assessment

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

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

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

Recognising Neglect

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

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

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix three

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

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

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl

- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

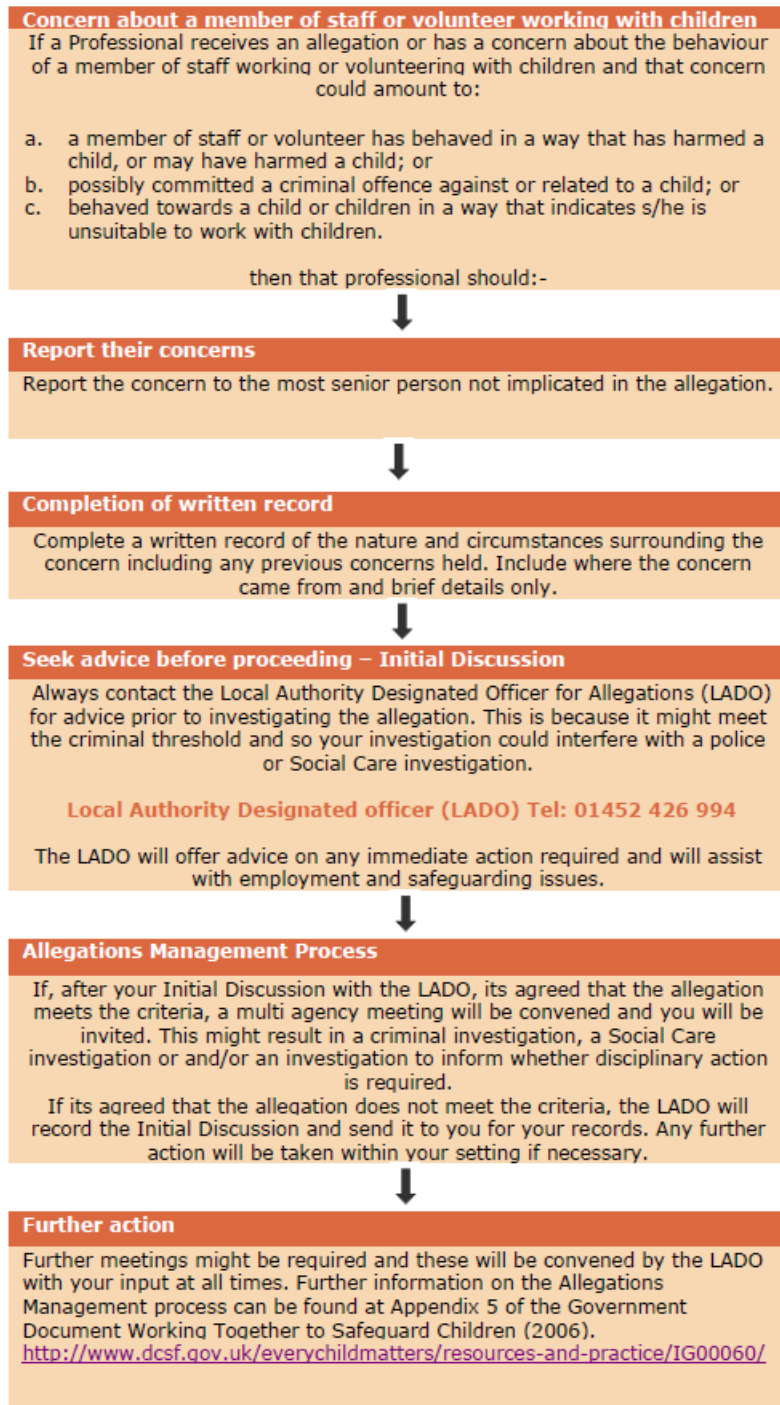
The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in **Working together to safeguard children** and **Keeping children safe in education (Sept 2016)**(which all staff must sign to say they have read). The DSL should refer to the Channel programme if a referral is made to them. This will enable early mechanisms to be put in place if it is felt an individual might be vulnerable to radicalisation. When training is available (WRAP) the DSL will undertake it and train other staff in school.

: Allegations Management Procedures

Summary of allegations management procedures



The Stages of Referral

Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then that professional should:-

Consultation with supervisor

share their concerns with their supervisor/line manager/designated teacher or named professional to help clarify the nature of their concerns

Completion of written record

complete a written record of the nature and circumstances surrounding the concern including any previous concerns held

Contact social workers for advice

in those cases where you have a concern but are unsure about how to proceed contact the

Children's Help Desk Tel: 01452 426 565

and ask to speak to a social work practitioner

Contact the children's helpdesk

in those cases where you are clear a social work assessment is required make a referral to the:

Children's Help Desk Tel: 01452 426 565

within 24 hours (immediately if the concerns are about physical injury or sexual abuse). The CYPD social care section will then take responsibility for managing any subsequent enquiries.

The referrer should confirm the details of the concern to CYPD, in writing, within 48 hours

Resolving professional difference (escalation policy)

Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **Safeguarding Children Service on 01452 58 3629**

For out of hours social work advice please contact the
Emergency Duty Team on 01452 614 194

Volunteer's checklist for reporting a disclosure of suspected child abuse:

Name of Child:

Class:

Date:

Name of volunteer reporting concern:

Are there visible signs of a physical nature?

Please give this to the Child Protection Officer, Mrs Neveu or Mrs Oldroyd/Mrs Perry in their absence please give to class teacher. If none of these are available please give to the office.

Received by:

Date:

Notification of suspected child abuse – staff referral form

Name of child
Class
Parents name
Home Address
Telephone number
Are you reporting your own concerns?
Are you reporting the concerns of another person?
Details
Signs (physical, behavioural, other?)
Have you spoken to the child?
What was said?
Has anybody been alleged to be the abuser?
If so, give details

Your name_____ Date_____

Please give to Child protection Officers Mrs Neveu or Mrs Oldroyd or Mrs Perry