

Learning and living as children of God

(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



Safeguarding Policy and
Child Protection Policy
Updated September 2021
Review Sept 2022

Our school vision is: *Learning and Living as children of God (Ephesians 5:1) You are God's children whom he loves. Try to be like God.* At Deerhurst Primary School we have chosen those values that best reflect our thoughts as a school and community

Perseverance

Friendship

Respect

Trust

Thankfulness

Truthfulness

Introduction

At Deerhurst and Apperley C of E School, the health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. All children are encouraged to speak out or speak to someone on their 'worry list' if they are concerned about anything. From the start of school children are encouraged to develop their language of feelings.

In our school we respect all our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

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's Executive (GSCE replacing GCSB). The guidance also reflects '**Keeping Children Safe in Education, Sept 2021**

Designated Safeguarding Lead (DSL)

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Deputy Designated Safeguarding Lead (DDSL)

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This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

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

Statement of Intent

At Deerhurst and Apperley Primary School we recognise our moral and statutory responsibility to ensure that children are safe and protected from harm. The protection and welfare of the child is the paramount consideration in all our actions. We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse.

- This policy has been formulated by staff and governors and supports the principles set out under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure there are

adequate arrangements within our school to identify, assess and support those children who are suffering harm, whether mental or physical.

- The school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with recommendations made by the Gloucestershire Safeguarding Children Executive, the Local Authority Bulletin Board, Gloucestershire's Working Together,,Department for Education guidance Keeping Children Safe in Education (September 2021), Working Together to Safeguard Children,2018, updated December 2019) and The PREVENT duty (June 2015), and guidance offered by national authorities.
- The purpose of this document is to provide staff (including temporary and supply staff), volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and carers how we will safeguard their children while they are in our care.

The Gloucestershire Safeguarding Children's Executive has stated: *'The protection and welfare of the child must be the paramount consideration in all action. All professionals in contact with children and their families must be aware of the possibility of child abuse and neglect and of the need to maintain vigilance at all times. Children must be listened to, taken seriously and their comments fully evaluated'*

- Safeguarding and promoting the welfare of children means:
- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. This is defined later in this policy.

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

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

Children includes everyone under the age of 18.

Context

Our policy applies to **all staff (including supply staff)**, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management Procedure.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk including notifying of private fostering arrangements and the intention to home school.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.

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 therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm and know who to turn to for help. In particular this will include anti-bullying work, e-safety and other training and in Year 6 prepare for transition to secondary school including substance abuse workshop.

We will follow the procedures set out by the GSCE and take account of guidance issued by the Department of Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure all staff receives appropriate training including being conversant with Keeping Children Safe in Education Part 1 September 2021 and any revisions made.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL 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 DSL responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.

Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection

conferences and core groups.

- 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 a locked location but that the existence of the additional record is indicated on the main file.

Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.

- Ensure safe recruitment practices are always followed, Inline with KCSIE Part 3 2021 (p47 from paragraph 188)

- Undertake all necessary checks as to suitability of staff and to maintain a central record.

- Notify Local Authority Designated Officer for Allegations (LADO) on **01452 426994** for advice if any allegations are made against any member of staff and follow procedures for notification to Disclosure and Barring Service (DBS).

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

- The content of the curriculum.

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with Families First and all other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service. To include attendance at case conferences, core meetings and any other multi agency meetings.

- Ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed

ENCOMPASS COMMITMENT

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

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

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

Categories of Concern

Neglect:

The persistent or severe neglect of a child which results in significant impairment of the child's health or development e.g.:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm
- Failure to meet child's basic emotional needs
- Failure to ensure adequate supervision
- Failure to ensure access to appropriate medical care

Physical Abuse:

Deliberate or intended injury to a child. e.g.:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning
- Deliberate inducement of an illness

Sexual Abuse:

Actual or likely sexual exploitation. e.g.:

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative
- Involvement in non-contact activities such as looking at or making abusive images
- Encouraging children to watch sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Any sexual activity with a child under the age of 16 (with or without agreement)

Child on child sexual violence and sexual harassment (linked to part 5 KCSIE 2021) See also: P10 below, Allegations of abuse made against other pupils

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. See also

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Serious Violence:

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, changes in friendship with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that the children have

been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these

Emotional Abuse:

Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development e.g.:

- Conveying to a child that they are worthless, unloved or inadequate
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not

Child Sexual Exploitation CSE and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A (KCSIE 2021).

County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create

drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Honour Based Abuse (HBA):

All forms of HBA are abuse. HBA is committed to protect or defend the honour of the family and/or the community, and may include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

- It may involve a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- If staff are aware that a child is the subject of HBA or may be at risk of it, they should speak to the designated safeguarding lead (or deputy).
- As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

Procedures that intentionally alter/injure the female genital organs for non-medical reasons

- May talk about "becoming a woman", a "spiritual journey", "something very special that will make me a woman" or similar words.
- A request or talk about an extended holiday or visit to their Country of origin.

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

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her;
- or Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Mental Health

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

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

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

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

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

- Specific background factors may contribute to the vulnerability, which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- School staff should use their professional judgement in identifying children who may be at risk of radicalisation and act proportionately.

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 2021)** (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. The Head teacher has completed training (WRAP) and where appropriate has trained other staff in school. All staff have completed the Channel training online.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592993/170206 - Policy Fact Sheets - Threatened with Homelessness.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592993/170206_-_Policy_Fact_Sheets_-_Threatened_with_Homelessness.pdf)

Domestic Abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Recognition of possible abuse

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Any concerns should be noted and discussed with the DSL.

Peer on Peer Abuse

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence, sexual violence,⁸ such as rape, assault by penetration and sexual assault
- Sexual harassment
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)
- bullying (including cyberbullying);

Procedures for dealing with allegations of peer-on-peer abuse

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

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

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse (listen to children and give them opportunity to speak) (worry box accessibility)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - ✓ How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - ✓ That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - ✓ That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - ❖ Children can show signs or act in ways they hope adults will notice and react to
 - ❖ A friend may make a report
 - ❖ A member of staff may overhear a conversation

- ❖ A child's behaviour might indicate that something is wrong
- ✓ That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- ✓ That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- ✓ The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- ✓ That they should speak to the DSL if they have any concerns

There are films available for parents to view at www.thinkuknow.co.uk, the NCA's CEOP Command's education programme designed to help protect children and young people from sexual abuse and exploitation.

Types of hazing eg

- Verbal abuse, including berating of individuals
- Threats or implied threats

Any allegations of peer on peer abuse will be dealt with immediately. Any staff member who becomes aware of this will reassure the child it will be dealt with and report it to the DSL immediately. All systems, then activated, will be processed with the best interest of the child.

Children with Special educational Needs and disabilities

It is important to recognise the additional vulnerabilities of these children. Additional barriers can exist when recognising abuse or neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Equality

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

We give special consideration to children who:

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

Sharing of nudes and semi-nudes ('sexting')

Responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You **must not:**

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

What further information is required to decide on the best response

Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images or videos from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101 and informing MASH.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Police/internet safety talks (directed at age appropriate content for primary school) and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

What it is

How it is most likely to be encountered

The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment

Issues of legality

The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

The receipt of such images

Online safety and the use of mobile technology (also refer to our E-safety Policy)

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Staff read and sign an acceptable user policy, are trained in CP, Prevent
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety (regular updates are sent out via email during any Home Learning lockdowns)
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, eg
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems
- Put in place robust filtering and monitoring systems to limit children's exposure to risks
- This section summarises our approach to online safety and includes our Early Years also.

This policy also covers our duty in relation to Early Years

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Procedures and responsibilities Access to School

- The school operates entry requirements which are designed to safeguard pupils.
- Visitors have to sign in and out of reception.
- Visitors attention will be drawn to the GSCE leaflet "*Safeguarding Children from abuse and neglect*" and are given the name of the DSL.
- Visitors will receive an ID badge which must be displayed at all times and staff are instructed to challenge any visitors not wearing a badge.
- Reception has a list of known visitors whose DBS we have seen.
- Visitors, volunteers and students or any other person working unsupervised with children will be required to show their ID and DBS unless it has been previously verified.
- If an occasional visitor has contact with children, they will be supervised during their visit and are not allowed to be alone with children.
- The gates to the school are secured for entry and exit at the beginning and end of each school day.

Statutory Responsibilities

- To report any concerns to DSL. **NEVER ASSUME SOMEONE ELSE HAS REPORTED THE CONCERN**
- Mandatory to report concerns regarding potential for FGM.
- When FGM appears to have been carried out on a girl under the age of 18, there is a statutory duty to report it to the police.

All staff should be aware of procedures to be followed when becoming suspicious of abuse or if told that abuse has taken place, including those in cases where an accusation is made against a member of school's staff.

If a professional has a concern about the well-being of a child then that professional should immediately share their concerns with the DSL to help clarify the nature of their concerns. They should then complete a written record of the nature and circumstances surrounding the concern and include any previous concerns already held,

The procedure route will be the same whether it is a suspicion of abuse or an actual disclosure.

- Allow the child to talk – ask only open questions e.g. *'Can you tell me more about..'* Do not press for detail, put forward your own ideas or use words that the child has not used themselves
- Stay calm and reassuring
- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
- Reassure the child that they were not to blame and they were right to talk to you
- Ask the child if they have told anyone else
- Keep an open mind
- Take notes of the conversation and key facts verbatim at the time of disclosure and write up immediately afterwards. The report must be signed, record the time, date, place and people who were present as well as what was said. It is important that the report is an accurate account as it may be used as evidence in any subsequent court proceedings.
- Establish details of full name, D.O.B. address and names of parents/guardians.
- Report to the DSL or DDSL who will contact the Children's Help Desk as necessary

Professional confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection. Deerhurst and Apperley Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. We recognise that all matters relating to child protection are confidential.

The Head Teacher (who is also the DSL) or DDSL will disclose any information about a child or a young person to other members of staff on a need to know basis.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot make a promise to a child to keep secrets.
- When safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil/Child Record, and securely within a locked cabinet.

Monitoring and Evaluation

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

Head teacher's Report
Governing Body visits to the school
The safeguarding governor
Pupil surveys and questionnaires
Scrutiny of Attendance data
Scrutiny of of GB minutes
Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
Review of parental concerns and parent questionnaires
Pupil questionnaires

This policy will be reviewed on an **ANNUAL** basis and links with other policies including:

Acceptable Users Policy
Accessibility
Internet Policy
E-safety
Anti-bullying
Attendance Policy
Mobile Devices Policy
Behaviour and Exclusion
Complaints Procedure
Disability, Discipline
Equality
Health & safety
SEND and Early Help Offer
RSE
Children Missing in Education

This policy has been reviewed by staff and Safeguarding governor and presented to governors for approval at the FGB October 2021

HT : Mrs Jayne Neveu Signed:

Date: October 2021

Governor responsible for Safeguarding: Mrs R Hoarau

Signed:

Date: October 2021

Signed: Chair of Governors (Mr C Davis)

Date: October 2021

For additional guidance/information please see Appendix 1.

EMERGENCY PROCEDURES

If the DSL or DDSL are not available, establish the facts and details and contact the Children's Help Desk.

- In cases where you are unsure how to proceed, phone Glos. Children's Help Desk (Glos. **01452 426565**) discuss the situation and ask for advice from a Social Worker Practitioner.
- No names should be given at this stage.
- In cases where you are sure a Social Care assessment is required, make a referral to the Children's Help Desk within 24 hours.

You will be asked to follow up the details of the concern in writing using the Multi-Agency Service Request form which is available in the live version of the Gloucestershire Safeguarding Children Handbook. A portal is now available to do this online

- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents that a referral is being made, unless to do so would place someone at risk of harm
- If concerns are about physical or sexual abuse contact the Children's Help Desk

IMMEDIATELY

Staff records and monitoring

Well-kept records are essential to good child protection practice. Deerhurst and Apperley Primary School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries, marks, past and present

When is recording needed?

- When there is a concern over the well-being of a child

If a child confides in a member of staff and requests confidentiality it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however be assured that the matter will be disclosed only to people who need to know.

The procedures are laid down in the GLOUCESTERSHIRE Safe guarding Children Handbook (Child Protection Procedures)

Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the DSL.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.

Staff who receives information about children and their families in the course of their work should share that information only within appropriate professional contexts.

The DSL will inform D&A School Governing body as laid down in the GLOUCESTERSHIRE Safeguarding Children's Handbook.

Children identified on the Child Protection Register will be monitored in line with agreed Child Protection Plan. Appropriate personnel who are in direct contact with said child would be informed and notify the Head teacher as part of monitoring process.

Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Listening and talking to children (staff guidance)

Take what the child says seriously React calmly because over reacting can frighten the child and compound feelings of guilt.

Tell the child they are not to blame. Children often feel guilty.

Explain to the child what will happen next.

Check out your understanding with the child of what has happened if you are not clear what the child is telling you.

Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.

Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating

agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

Allegations Management Procedure

The Head teacher and Governors in a case where the Head teacher is accused should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Advice should be sought from LADO on **01452 426994** for an initial discussion.

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children, touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

Reporting concerns to Parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Head teacher who will in turn contact the Children's Help Desk.

Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Head teacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc.)

Staff Agreed Code of Conduct

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions.

Gifts Received: In the context of fostering understanding and promoting the relationship between adults and children, gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Head teacher for guidance.

Arrangements for PE changing – boys/girls. The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.

Individual teachers / individual pupils in classroom situation

Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation.

Physical contact with pupils

It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Head teacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

Appropriate personnel to be informed regarding first aid etc.

All staff trained to deliver first aid are listed in appropriate places in school. All staff are aware of the Administering medicines policy.

Children's attendance

Procedures for the registration of children should be followed to enable attendance to be monitored by the Head teacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection policy, staff are asked to report any concerns/issues regarding attendance to the Head teacher.

Supervision of Children off site

Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

As with all school policies the governors fully support the practice of equality of opportunity for all children and with reference to the Discrimination Rights Commission Act (2002)

Further information can be found at Gloucestershire Children's Safeguarding Executive
Reporting Concerns:

Children and Families Helpdesk Customer Service 01452 426565

Tewkesbury Families First

Safeguarding Children Service 01452 583636

Safeguarding Children Development Officer (Education) 01452 426994

Local Authority Designated Officer for Allegations 01452 426994

Appendix 2

Child Protection Process

Professional has concerns

If a Professional has a concern about the well-being of a child (or unborn baby), then follow the General Procedures provided



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

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



Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 3)



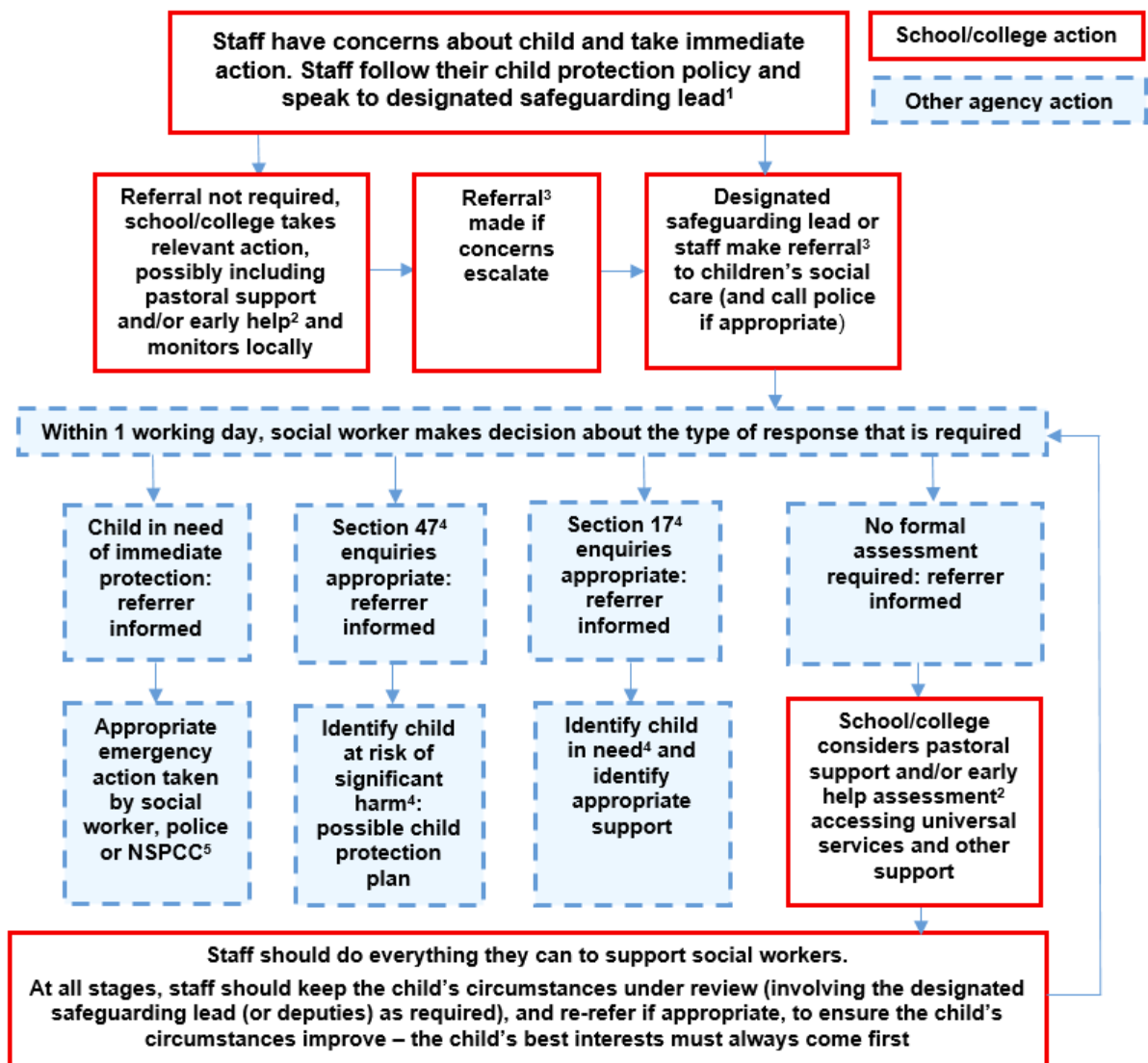
Children's Practitioner Advice Line



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

Making a request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken. Please use the Gloucestershire Childrens Services Portal to submit a MARF.



: Allegations Management Procedures

- If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:**
- a. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
 - b. possibly committed a criminal offence against or related to a child, or
 - c. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- Then that professional should:**

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

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

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.
Local Authority Designated Officer (LADO) – Tel: 01452 426994
The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

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

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

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 Designated Safeguard Lead, 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 DSLs Mrs Neveu or Mrs Oldroyd or Mrs Perry