



Eastington Primary School Safeguarding Policy

(To be applied with related policies for Attendance, SEND, Disability Equality, Safer Recruitment, e-Safety, Behaviour, Anti-Bullying, Confidentiality, Whistleblowing and Safer Working Practices).

This policy reflects the statutory guidance ‘Keeping Children Safe in Education’ from the DfE September 2020 and is reviewed annually in line with an audit of provision.

Reviewed – September 2020



*'Aiming high..... **safely** and together'*

Eastington Primary School details:

Governor Leads: **Mr Daniel Walton**
Designated School Safety Lead: **Mrs Catrin Parsons**
Deputy Designated Safety Leads: **Ms Zoe Avastu**
(Miss Sarah Pates and Miss Jemma Child – we have additional deputy DSLs to ensure someone is always on site to support this crucial area.)

Status and Review Cycle: **Statutory/Annual**
School Phone Number **01453 822922**

Safeguarding Children (Child Protection) Policy



Statement of Intent

At Eastington Primary School we **all** have a **responsibility** to ensure that the children with whom we are in contact are protected from harm. The protection and **physical and mental** welfare of the child is the paramount consideration in all actions.

Introduction

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#), [Working Together to Safeguard Children \(2018\)](#), [Governance Handbook](#) and DFE guidance [What to do if you are Worried a Child is Being Abused – Advice for Practitioners](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. (NHS Gloucestershire Clinical Commissioning Group, Gloucestershire Constabulary and Gloucestershire County Council)

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

This document has been formulated by staff, governors, parent representatives and pupils (via the School Council) and supports the principles of the Children's Act, and guidance offered by national authorities. The purpose of this document is to help all who work in the school environment to identify and support children who may be at risk.

Context

Our policy applies to **all staff, governors and volunteers** working in and connected to the school.

At Eastington we will ensure that:

- Designated Safeguarding Lead and the Deputy Safeguarding Leads receive multi-agency training (every 2 years).
- The DSL or DDSLs should **always** be available to discuss safeguarding concerns. On rare occasions when this is not possible, action should not be delayed.
- We practice safe recruitment in line with Government guidance. At present the Headteacher and DSL (Catrin Parsons) have passed training as accredited recruiters. At least one will be on all interview panels and check the suitability of staff and volunteers to work with children. The Headteacher is required by statute to report to the Independent Safeguarding Authority (ISA), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- A Single Central Register is held for all staff which includes identity, qualification and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by the Governing Body, which is attended by the Headteacher and the School Administrator. All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) at Enhanced level.
- All staff are kept up to date with Child Protection issues and includes formal training every three years (latest training for all school staff/extended services staff January 2018).
- The safeguard leads undergo training in line with Government guidance and share information with the school team.
- We raise awareness of child protection issues and recognise that safeguarding incidents could happen anywhere.
- Children are equipped with the skills needed to keep them safe.
- Governors are kept well informed about procedures through committee or full governors' meetings and external training.
- We implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- By supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Eastington is a safe environment in which children can learn and develop.
- We ensure that the appropriate filters and appropriate monitoring systems are in place to keep children safe when they are online.
- All staff, volunteers and governors who regularly work in school under the new DBS definition of regulated activity (Sept 2012) will be subject to an Enhanced level DBS check.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

At Eastington we 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 or in difficulty.
- Include opportunities in the PSHCE curriculum and Relationships Education (from September 2020), for children to develop the skills they need to recognise and stay safe from abuse and know who to turn to for help.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Executive and take account of guidance issued by the DfE to:

- The Headteacher and Governing body ensure that an appropriate member of staff from the Senior Leadership Team is appointed to the role of DSL.
- Ensure that the Designated Safeguarding Lead 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 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 the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register).
- 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 confidential 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 secure locations.
- Ensure we hold more than one Emergency contact for each child.
- 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 in line with 'Keeping Children Safe in Education' statutory guidance.
- Ensure this policy is reviewed annually as a minimum.
- Ensure all staff have read part 1 of Keeping Children Safe in Education (September 2020).
- Ensure all staff have read Part 5 of Keeping Children Safe in Education (September 2020) and refer to part 5 for guidance in relation to **child on child sexual violence and sexual harassment**.

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:

- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued.
- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes. Road safety, cycle training and working closely with secondary schools to prepare for transition.
- A Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, the Child and Adult Mental Health Service, Education Welfare and Educational Psychology Service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Physical abuse: a form of abuse which may involve:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
 - physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
 - non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:
- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Recognition of possible abuse

Whilst recognising it is difficult to determine if abuse has occurred, all staff members should look carefully at the behaviour of their children and be alert for significant changes. Staff members should maintain an attitude of 'it could happen here'. All staff members should be aware that children may exhibit any of the following without abuse having occurred:

Disclosure.

Non-accidental injury, bruising or marks.

Explanation inconsistent with injury.

Several different explanations for an injury.

Reluctance to give information about an injury

A sudden change in behaviour – aggression, extroversion, depression, withdrawn.

Attention seeking

Hyperactivity

Poor attention

Appear frightened of parents or family members

Abnormal attachment between parent and child

Indiscriminate attachment

Hyper alertness.

Reduced response.

Frozen watchfulness.

Nightmares.

Anxiety/irritability.

Abdominal pain/headaches.

Poor self-esteem.

Poor peer relationships

Act in an inappropriate way for age

Over sexualised play/talk or drawings.

Excessive or inappropriate masturbation

Self-harm/eating disorder

Frequent visits to the toilet (urinary infection).

Reluctance to change for P.E.
Failure to thrive
Poor hygiene
Recurrent/untreated infections of skin or head lice
Untreated health/dental issues
Frequent absence from school or repeated lateness
Delay in meeting normal developmental milestones

Procedures and responsibilities – Designated Safety Lead (Mrs Catrin Parsons)

- Following all the correct procedures where abuse is disclosed.
- Informing the relevant external agencies where necessary.
- Ensuring that procedures and policies are kept up to date and relevant (including the ‘Cause for Concern Register’) as new information is produced.
- Liaising with other members of staff and the school leadership (Headteacher) to keep staff informed about measures put in place to support and/or monitor individual cases.
- Liaising with parents, carers and guardians about how a child is being supported.
- Ensuring that support measures are being followed correctly by staff and support agencies.
- The DSL and deputy DSLs should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Procedures and responsibilities – All staff

- Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play and should consider, at all times, what is in the **best interests** of the child.
- **All staff** are aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school’s staff.
- **All staff are aware they should not assume another adult is taking action and sharing information that might safeguard a child.**
- The procedure route will depend upon the urgency of the situation and whether it is a suspicion of abuse or an actual disclosure.
- **If staff have any concerns about a child’s welfare, they should act on them immediately.**
- **Any member of staff** with an issue or concern relating to child protection should discuss it with the DSL or Deputy DSLs as soon as possible.
- It will be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the **Designated Safety Lead (Mrs Catrin Parsons)** or in her absence **the Deputy DSLs Ms Zoe Avastu, Miss Sarah Pates or Miss Jemma Child.**

Actions in the event of a concern or disclosure

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence).
- Report the suspicion to the Designated Safety Lead or the Headteacher.
- **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

Disclosure

1. 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 as this could lead to complications further down the line
2. Stay calm and reassuring.
3. **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.
4. Believe the child but do not apportion any blame to the perpetrator, (it may be someone they love).
5. Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (the note should record **the time, date, place and people who were present as well as what was said**. This note may well be used in any subsequent court proceeding and may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Safeguarding Lead or Headteacher who will contact the Social Services Department as necessary.

Please see step by step actions - 'Flow Chart for Response' that follows:

FLOW CHART FOR RESPONSE

Member of staff has concerns

If a member of staff has a concern about the well being of a child, then he/she should:-



Consultation with Designated Safety Lead

Share his/her concerns with Mrs Catrin Parsons or Deputy Leads (Ms Zoe Avastu/Miss Sarah Pates/Miss Jemma Child to help clarify the nature of his/her concerns.



Contact social workers for advice

If the DSL is unsure about how to proceed she will contact the Children's Practitioner Advice line for advice on 01452 426565 option 3 and ask to speak to a social worker. (ENSURE IMMEDIATE DETAILS ARE AT HAND)

For all out of hours social work advice please contact the Emergency Duty Team on 01452 614194.



Contact the children's helpdesk

In those cases where it is clear a social worker assessment is required, a referral will be made to the Front Door for Children's services by completing a MARF on the new Liquid logic Portal. within 24hrs (immediately if 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 48hrs.



Completion of written record

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



Resolving professional Difference (escalation policy)

Remember to use the 'Resolution of professional differences' (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for a child. Contact the Children's Practitioner Advice line for advice on 01452 426565 option 3. For all out of hours social work advice please contact the Emergency Duty Team on 01452 614194.

REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES EMERGENCY PROCEDURES

In an emergency establish the facts and details as above and contact the Front Door for Children's Services.

Phone Front Door (Glos. 01452 426565 option 1) between the hours of 9am and 5pm.

Outside of office hours contact the Emergency Duty Team on 01452 614194.

Ask for Social Services – Children and Families,

Ask for the Duty Social Worker,

Check to see if the family are already known to Social Services,

Discuss the situation and ask for advice,

A social worker may come to school to talk to the child,

Establish who will be responsible for informing the parents,

Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral to the Front Door for Children's services by completing a MARF on the new Liquid logic Portal.

If you have concerns about the immediate safety of the child or a serious criminal offence has been committed, contact the Police on 101.

Additional Guidance/information

- 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 Safeguarding Children's 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 school's **Designated Safety Lead for child protection (Mrs Catrin Parsons) or in her absence the Deputy Designated Safety Leads (Ms Zoe Avastu, Miss Sarah Pates or Miss Gemma Child)**. Both of whom have received multi-agency training (every 2 years).
- **All 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 receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to **all adults** in the school should there be concerns. These should be reported to the DSL or DDSs.
- The Designated teacher/Headteacher to inform Eastington School Governing body as laid down in the Child Protection Procedures Handbook.
- Children on a Child Protection Plan will be monitored in line with agreed Plan i.e. appropriate personnel who are in direct contact with said child to be informed and notify the Headteacher 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.
All staff recognise the additional vulnerabilities for 'Looked After Children' who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of LAC pupils in order to meet their needs as part of their overall development and safety.
- **All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.** They may be prone to isolation and should have additional pastoral care/support. Separate policies for SEND and Anti - Bullying provide further detail. The school maintains a record of bullying/racist incidents.
- **The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**



Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website also on its own website www.nspcc.org.uk. Annex A of Keeping Children safe in Education September 2020 contains additional information about specific forms of abuse and safeguarding issues. Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- child missing from education (CME) – see also below
- child missing from home or care
- child on child sexual violence and sexual harassment
- child Criminal Exploitation – County Lines (gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK).
- children with family members in prison
- children and the court system
- anti-bullying including cyber-bullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- gender identity and sexuality
- hate
- honour based abuse
- homelessness
- mental health
- peer on peer abuse
- private fostering
- preventing radicalisation – see also below
- relationship abuse
- sexting
- serious violent crime
- teenage relationship abuse
- trafficking
- upskirting

Further information on Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation, Preventing Radicalisation, Peer on Peer Abuse, Serious Violence and Contextual Safeguarding.

Children Missing from Education (CME)

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff are aware of the school's unauthorised absence and children missing from education procedures.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Chapter 9 of the Guidelines (pp. 42-44) focuses on the role of schools. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

When **mandatory reporting commences in October 2015** these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

The Mandatory reporting duty will commence in **October 2015**. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Mental Health

- **All staff** should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a **mental health concern** about a child that is also a **safeguarding concern**, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

- The school/staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [Mental health and behaviour in schools](#), guidance.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Honour Based Abuse (HBA)

Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The Prevent Duty

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism”. **This duty is known as the Prevent duty.**

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- The Prevent duty builds on existing local partnership arrangements.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes **Prevent awareness training** and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Peer on peer/ child on child abuse

- **Peer on Peer abuse:** occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. ‘Peer-on-peer’ abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.
- Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a “way out” from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.
- **All staff** should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
 - bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.

All staff should be clear as to the school's procedures with regards to peer on peer abuse. (See Behaviour and Anti-Bullying policy also)

- All staff are clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- All staff recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.
- All staff are aware that **upskirting** is a form of peer-on-peer abuse and is a criminal offence.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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
- a change in friendship or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Contextual Safeguarding

- *“As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families.”* Working Together to Safeguard Children (2018).
 - Contextual safeguarding is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.
 - Contextual Safeguarding seeks to understand child protection risks from beyond the family.
 - **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All staff**, but especially the DSLs should consider whether children are at risk of abuse or exploitation in situations outside their families.
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- **GLOUCESTERSHIRE ENCOMPASS COMMITMENT**

As part of Eastington 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.

EARLY HELP...WHAT WE ALL NEED TO DO.

The school is committed to offering early help and will provide support and guidance to ensure children and young people remain safe

We recognise that any child may benefit from early help and may need safeguarding. All school staff are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves



We listen to the voice of the child to identify concerns and all forms of abuse including radicalization, FGM etc. We practice multi-agency working and understand the referral processes etc. is critical to ensure that early help and support is offered. **(See Appendix 1 – Offer of Early Help)**

Whilst the staff meet on a regular basis to discuss concerns, all adults working within the school are responsible for identifying and raising concerns if they consider that early help is required. A key factor is:

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 and that you will have to tell someone else that can help.
- ❖ 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. Training needs are considered, and all staff are involved in the process. Children need to know that early help is available (e.g. the school operates 'worry boxes' which are checked and followed up by staff). Staff are aware who the DSL is and the procedures for reporting concerns.

Allegations against Staff

1. If the complaint has been made against a member of staff or volunteer including supply or agency workers, contractors or governors, the Government's Allegations Management Procedures are implemented.

If staff are concerned an adult, (including supply staff and volunteers) within the school has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child in a way that indicated they **may** pose a risk of harm to children or behaved or may have behaved in a way that indicates they may not be suitable to work with children, they must immediately contact the Head Teacher, who in turn contacts the Local Authority Designated Officer for Allegations (LADO) Nigel Hatton on 01452 426994 for an Initial Discussion and reported to OFSTED as appropriate.

2. We ensure the child is safe.

3. In the case of the Head Teacher being accused, the Chair of Governors, Mrs Katy Smith and/or the Child Protection Governor (Mr Daniel Walton) should be informed, and the compliance policy should be followed including reporting to OFSTED.

4. 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.

5. Any member of staff using the Code of Conduct & confidential reporting procedure (Whistleblowing) will receive full support.

(Please also refer to Safer Working Practice Policy and Whistleblowing Policy)

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

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 Headteacher who will in turn contact the local Social Services Department.

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 Headteacher
- ❖ 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

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 Headteacher 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.

Access to toilet facilities

In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

e-Safety

All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (*See 'Safer Working Practices' policy*)

Individual teachers / individual pupils in classroom situation

Professional behaviour appropriate to the supervision of individual children is understood by all staff. (See Safer working Practice Policy)

Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. If there are any concerns they will be shared with the Headteacher as soon as practicable.

Physical contact with pupils (*For further guidance please refer to the agreed policy on 'Physical Contact and the use of force'*)

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 Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

Relationships are valued

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

Appropriate personnel to be informed regarding first aid etc.

Our first aid code of practice is included in our Health and Safety Policy of which all supervising and qualified adults have been notified and clearly understand.

Smoking and alcohol on premises

As part of our PHSCE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Glos County Council Policy on premises being no smoking zones.

The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

Children's attendance

Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection policy staff are to report any concerns/issues regarding attendance to the Headteacher. Any two-week unauthorised absence will be notified to the LA to support the risk management of pupils vulnerable to radicalization.

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.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers. (Please also refer to Safer Working Practice Policy)

Monitoring and evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school.
- Headteacher and DSL discussions with children/staff.
- Pupil surveys/questionnaires and individual conferencing.
- Scrutiny of Attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of Governing Body minutes of meetings.
- Logs of bullying/racist/behaviour incidents for Headteacher/DSL/Governor Lead to monitor.
- Review of parental concerns and parent questionnaires



**Appendix 1
Offer of Early Help**

<p>Eastington School universal support for all pupils and families.</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. General office number: 01453 822922 (to contact all staff).</p>
<p>Eastington School offer of further support</p>	<p>The school is able to refer children to Family First and sign point CYPS (children and young people services) for families to contact direct.</p>
<p>Eastington PSHCE / SMSC curriculum</p>	<p><i>The PSHCE/SMSC curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Other specific topics helping pupils stay safe covered within the PSHCE curriculum include age appropriate content:</i></p> <p>*Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self esteem;. Being happy!</p> <p>*Relationships: How to make and maintain friendship; family relationships; different types of families.</p> <p>*Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast etc</p> <p>*Managing health and wellbeing when you are unwell (making sure you</p>

	<p>take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.</p> <ul style="list-style-type: none"> * Support and promote the understanding and development of Resilience through ‘Counting Sleep’ and ‘Make me a Superhero’ *Drugs: Alcohol, medicines, smoking and illegal drugs. *Keeping Safe: E-safety (facebook and internet); personal safety (out and about); How to respond to an emergency. *Gender, identity and tolerance: Gender identity - there isn’t such a thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions; preventing bullying of pupils from different types of families, avoiding anti-gay derogatory language etc *Sex education: Children in Y6 have formal Sex education – discussing puberty, changes, personal hygiene. (Gloucestershire Health Living and Learning team (GHLL) resource). <p>*Learning through Sport program (developing key skills such as decision making, trust, communication etc)</p> <p>*E-safety learning – In the Net - Drama production for Year 4.</p> <p>Highlights:</p> <ul style="list-style-type: none"> Safe internet/Social media use What makes a Healthy Relationship Keeping Personal information safe The affects of Cyber-Bullying on others What to do if you are being Cyber-Bullied <p>*Exploring medicine/drugs, emotional/physical health with the visiting Life Education Bus</p> <p>*Exploring healthy relationship with the NSPCC through assemblies for Upper KS2 pupils.</p> <p>* Learning how to recognise dangerous situations in a range of scenarios: Visit to SkillZone – a safety education centre in Gloucester. Skillzone.glosfire.gov.uk</p> <p>*Undertake the GHLL on line Pupil Survey with upper KS 2 pupils – developed by Foster and Brown Research Partnership - to find out what children and young people really think about a range of health issues.</p> <p>*Undertake and respond to in school pupil conferencing, surveys.</p> <p>*Exploration of key values (resilience, cooperation, friendship etc) in assemblies.</p>
<p>Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families.</p>

	<p>They can help link parents up with other organisations that might be able to help or provide the information themselves eg: parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glofamil.org</p>
GSCE (Gloucestershire Safeguarding Children's Executive) website.	<p>http://www.gsce.org.uk</p> <p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
Bereavement	<p>Support for bereaved children and young people and their families. Winston's Wish – www.winstonswish.org.uk</p>
Home-school support	<p>All of our Early Help is offered in partnership with parents /carers.</p>
E-safety	<p>-E-safety is a key part of the ongoing (PSHCE/SMSC) curriculum. -PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info/</p>
Bullying (including Cyber bullying)/child death/suicide prevention	<p>All Gloucestershire schools including Eastington are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed.</p> <p>We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.ghll.org.uk) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gsce.org (Gloucestershire Safeguarding children's board)</p> <p>http://www.bullying.co.uk . Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the GHES Wellbeing programme www.ghll.org.uk.</p>
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.	<p>Within Gloucestershire Targeted Support Teams provide multiagency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. School actively refer to when appropriate:</p> <p>Targeted support Teams (TST): Gloucester (tel:01452 328076), Stroud (tel: 01452 328130); Tewkesbury (tel: 01452 328 250), Cotswold (tel: 01452 328101), Forest of Dean (tel: 01452 328048) and Cheltenham (tel: 01452 328160). These teams are made up of the following professionals: CAF Coordinators; Community Lead Professional - disabled children and young people; Inclusion Co-ordinator; Community Social Worker; Family Support Workers. They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families. Support provided includes: Support for school and community based lead professionals working with children and families through the CAF</p>

	<p>process; Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ;</p> <p>Support children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p>Youth Support Team (YST): The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> - Youth offending - Looked after children - Care leaver's support services (for those aged 16+) - Early intervention and prevention service for 11 - 19 year olds - Support for young people with learning difficulties and/or disabilities - Positive activities for young people with disabilities - Support with housing and homelessness - Help and support to tackle substance misuse problems and other health issues - Support into education, training and employment - Support for teenage parents <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk To make a referral: T: 01452 427923 E: fasttrackteam@prospects.co.uk</p> <p>TIC+ (Teens in Crisis) provides face-to-face and online counselling services across Gloucestershire for young people aged 9-21 and their families. www.ticplus.org.uk Text: 07520 634063 Tel: 01594 372777</p>
Drug concerns	<p>www.infobuzz.co.uk/: InfoBuzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse. Drugs education is covered in the school curriculum. The Life Education Bus visits as part of this provision (PSHCE/SMSC) curriculum as a preventative measure.</p>
<p>Mental health Concerns</p> <p>* Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental</p>	<p>PSHCE/ SMSC curriculum – emotional wellbeing, stress management is taught.</p> <p>Referral to school nurses may be appropriate.</p> <p>Referral to CYPS (Gloucestershire's mental health services) via your own GP.</p> <p>For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists).</p>

health services)	In an emergency call 999 or 111. CYPs* Practitioner advice line (for professionals to call) tel: 01452 894272.
Child Sexual exploitation (CSE)	<p>CSE screening tool (can be located on the GSCB website: www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols) This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org. Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) DS Nigel Hatten, DC Tess Nawaz, DC Kim Toogood, PC Dawn Collings, PC Nicki Dannatt, PC Jenny Kadodia, PC Christina Pfister (Missing persons Coordinator) 01242 276846 All referrals to go to the Central Referral Unit 01242 247999</p> <ul style="list-style-type: none"> • Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info
Domestic violence	<p>The GSCB (Gloucestershire Safeguarding Children's board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children's helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved. Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>
Teenage relationship Abuse (for information)	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section). www.gov.uk – home office 'teachers guide to violence and abuse in teenage relationships.' All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none"> • Young person's GDASS leaflet. • Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208) • Gloucestershire Take a Stand – www.glostakeastand.com • Holly Gazzard Trust (local charity) – support worker.

	<p>Prevention: Resources used in the Wellbeing curriculum with pupils (available to all GHES staff) are the 'Teenage Relationship Abuse' and 'Give and Get' (about consent)</p> <p>Curriculum resources – www.ghll.org.</p> <p>Visit from Holly Gazzard Trust to classroom.</p>
Female genital mutilation (FGM)	<p>http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care.</p> <p>- E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning)</p> <p>Posters/leaflets on FGM shared with staff and pupils.</p>
Faith abuse	<p>www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document 'national action plan to tackle child abuse linked to faith or belief.'</p> <p>Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk. For other faith groups contact Jane Bee (GCC LADO).</p>
Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Forced marriage (for information)	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau).</p> <p>UK Forced Marriage Unit fmU@fco.gov.uk</p> <p>Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p> <p>www.gov.uk/stop-forced-marriage for information on Forced Marriage.</p> <p>Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forcedmarriage.</p> <p>GSCB one day Awareness training delivered by Infobuzz www.gscb.org.uk</p> <p>Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail https://www.gov.uk/forcedmarriage.</p> <p><i>All practitioners must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i></p> <p>Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion.</p>
Gangs and youth	Contact the Avenger Task Force/Inspector Neil Smith

violence	(Gloucestershire Police tel: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them. Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.
Gender-based violence/violence against women and girls (WAWG)	www.gov.uk – home office policy document, ‘Ending violence 21 violence/violence against women and girls (WAWG) against women and girls in the UK’ (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770
Honour based abuse (HBA)	The police have made it a high priority to help communities fight back to tackle both honour based abuse and hate crime. The ‘Honour Network Help line’: 0800 5 999 247
Mental health	CYPS (Gloucestershire’s mental health services) CYPS (Gloucestershire children’s mental health services). Consultant psychiatrists. PSHCE / SMSC curriculum – emotional wellbeing, stress management
Private fostering	http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).
Radicalisation	Gloucestershire Constabulary: 101 and (LADO) Anti-Terrorist Hotline: 0800 789 321 Prevention: GHES teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’. GHES has an annual British values focus week.
Sexting	http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting (NSPCC website). Gloucestershire Police have a small sexual exploitation team. Prevention: ‘So you got naked online’ (sexting information leaflet produced for pupils by south west grid for learning) -Included in the Wellbeing PINK Curriculum (PSHCE/SMSC). <i>Sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police’s priority is those who profit from sexual images of young people....not the victims.</i>
Trafficking	Serious crime which must be reported to Jane Bee (Gloucestershire LADO) and the Gloucestershire Police. Trafficking can include a young person being moved across the same

	<p>street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p>
<p>Children who run away (missing persons/missing children)</p>	<p>PC Christina Pfister (Gloucestershire Police: Missing persons Coordinator) Tel: 101 <i>GSCB Missing Children Protocol http://www.gscb.org.uk: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i></p> <p>ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
<p>CME (Children missing education)</p>	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360.</p> <p>Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>

