



Guiding us
step by step
into the future

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Safeguarding and Child Protection Policy 2017-2018

Member(s) of staff responsible	Head Teacher
Governor responsible	Chair of Governors
Sub-Committee responsible	Full Governing Body
Date agreed with staff	September 2017
Date discussed with pupils	TBC
Date agreed at Sub-Committee	Discussed at both sub-committees following review
Date approved at Governing Body	
Frequency of policy review	Annual
Date next review due	Sept 2018

Issue Number	Issue Date	Summary of changes
1.0	Jan 2008	Original Issue
2.0	Sept 2011	Reviewed, updated to be in line with current best practices
2.1	Sept 12	Review
2.2	Sept 13	Reviewed by PH, TC, GF
3.0	April 14	In line with new Children's Act
3.1	Sept 14	Annual review
3.2	Sept 15	Annual review
3.3	Oct 15	Amended with Prevent statement
3.4	Sept 16	Annual review Updated with latest KCSIE and other documents Links added
3.5	March 2017	Amended with the new CP procedures Appendix 6
3.6	Sept 2017	

KEY CONTACTS WITHIN WARDEN HILL PRIMARY SCHOOL

Designated Safeguarding Lead

NAME: Mrs G Flooks (Headteacher)

Deputy Designated Safeguarding Lead

NAME: Mrs J Harvey (School Business Manager/SCR lead), Mrs R Nicholson (SENCo/SEND DDSL – training 28/11/16), Mrs R Redman (KS2 DDSL – training 28/11/16)

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Iain Dobie

CONTACT NUMBERS: 01242 523827

EMAIL: governor@wardenhill.gloucs.sch.uk

NOMINATED 'WHISTLE BLOWING' GOVERNOR

NAME: Iain Dobie

CONTACT NUMBER: 01242 523827

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NOMINATED GOVERNOR FOR SAFER RECRUITMENT

NAME: Iain Dobie and Tim Connole

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NOMINATED STAFF FOR SAFER RECRUITMENT

NAME: Georgina Flooks and Justine Harvey

CONTACT NUMBER: 01242 523827

EMAIL: admin@wardenhill.gloucs.sch.uk

NOMINATED GOVERNOR FOR PREVENT

NAME: Iain Dobie, Sophie Wintle, Tim Connole

CONTACT NUMBER: 01242 523827

EMAIL: governor@wardenhill.gloucs.sch.uk

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Social Care

Report concerns to Children and Families Helpdesk Customer Service Operators on:
01452 426565

For ongoing cases: Cheltenham 01242 532514

Safeguarding Children Service: 01452 583636

Safeguarding Children Development Officer (education) 01452 426994

Local Authority Designated Officer for Allegations 01452 426994

Police

Police - Child Protection Unit 01242 261112

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AIMS

Through this policy Warden Hill Primary School aims to:

- Ensure we practice safe recruitment in line with Government guidance by using at least one NCSL 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 procedures.
- Raise awareness of child protection issues and equipping children with the skills needed to keep them safe.

- Develop and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children’s Helpdesk.
- Support pupils who have been abused in accordance with his/her agreed child protection plan or child in need plan. For children not on plans appropriate actions in response to need will also be supported.
- Establish 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 PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- 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 and have received a safeguarding induction within their first 7 days of employment.
- 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/setting 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 written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- 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.
- Ensure that all staff have read part 1 and understand of Keeping Children Safe in Education version September 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

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

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

The Policy will include reference and support for all the points below:

- The Government categories of abuse – descriptors.
- Allegations Management.
- Child Sexual Exploitation
- Gender identity and sexuality.
- Roles and Responsibilities of the DSL.
- The referral process including telephone numbers.
- Safer Recruitment
- Safer Working Practice.
- Whistle Blowing.
- Honour Based Violence
- Forced Marriage.
- Female Genital Mutilation
- Anti-Bullying including cyberbullying.
- Domestic violence.
- Drugs.
- Fabricated and Induced Illness.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.
- MAPPA.
- MARAC.
- Medication.

INTRODUCTION

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (DfES/0027/2004). In order to do this a wide range of measures are put in place including this policy. These in the main include, health & safety, recruitment, behaviour, anti-bullying, equal opportunities, special needs, ICT policies, first aid, site security, attendance and induction of new staff

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.

At Warden Hill Primary School we are committed to the early identification of any type of abuse and, through thorough reporting systems, to ensuring that it is addressed to minimise the impact on children. An Offer of Early help is published on the school website.

ROLES AND RESPONSIBILITIES

At Warden Hill Primary School the health, safety and welfare of the school community is of paramount importance. Parents send their children each day with the expectations that school will provide a secure environment in which their children can flourish. Teachers expect that children will arrive each day at school fit mentally and physically so that they can develop to the best of their ability in mind and body.

This school recognises it is an agent of referral and not of investigation. It is the Gloucestershire Children and Young People Services and, if necessary, Gloucestershire Police Force's duty to decide the best way of carrying out the investigation.

All school employees have a responsibility to protect children from one or a combination of forms of abuse, as detailed in the appendix, and to report any incidents which fall within the scope of this policy involving staff, children, visitors or volunteers. Further information can be found in the "Gloucestershire's Safeguarding Children Handbook" which is available via : www.gscb.org.uk/handbook

School Employees will:

- Follow the Gloucestershire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse
- Log and record significant aspects of any incident involving suspected abuse, including unusual behaviour, disclosures, injuries, times and dates. Please to refer below to 'Records and Monitoring'
- Report any inappropriate behaviour / activities / outward signs of abuse to the designated staff member and /or head teacher.
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.

- Include in the P.S.H.C.E. curriculum, opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- Provide a caring environment and a curriculum where self-esteem can be nurtured and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Bullying Policy, Equal Opportunities Policy etc.

Governors will:

- Ensure that Warden Hill Primary School has a designated and trained governor for child protection
- Ensure that this policy on Safeguarding and Protection is reviewed annually and is in line with Gloucestershire County Council's policy.
- Monitor and evaluate the effectiveness of the school policy
- Carry out their responsibility to safeguard and protect the welfare of all members of the school community, not just the pupils.
- Ensure that evidence is kept confidentially and securely. However, **Governors must not** be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- Ensure that all staff/volunteers are selected and recruited by going through appropriate checks and that all recruitment is guided by someone suitably trained and accredited in safer recruitment .
- As part of the schools recruitment, vetting and appointment process, enhanced Disqualification and Barring Checks (DBS) and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

The Head Teacher will:

- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse. An information sheet linked to Safeguarding is given to all new supply teachers on entry to the school.
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process.
- Ensure that the school has a designated teacher for child protection
- Ensure that the designated teacher receives appropriate training and that this training is disseminated to all others in the school
- Follow procedures where an allegation is made against a member of staff or volunteer and inform the chair of Governors.
- Ensure that parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school prospectus. Parents and carers need to be aware that school staff have a duty to inform the local social services department if they suspect a pupil may have been deliberately harmed or neglected. We will inform and involve parents unless this is likely to cause greater harm to the child, then referral would be made without reference to the parents

The Designated Safeguarding Lead will:

- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information.
- Ensure that liaison and cooperation with other agencies that support the pupil such as Social and Health Care, Education Social Work Service and Educational Psychology Service takes place.
- Ensure that, when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Inform the duty social worker at the Assessment Team if a pupil, who is subject to a Child Protection Plan, has unexplained absence of more than 2 days.
- Ensure that where possible appropriate staff attend case conferences on children in the school.
- Keep accurate written records of concerns on children even where referral is not appropriate immediately.
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file.
- Follow the county guidance on reporting and tracking lost pupils.
- Maintain his or her own knowledge and awareness of the issues, policy and practice of safeguarding and protection such as through regular attendance at appropriate training courses and meetings.
- The Designated Safeguarding Lead and/or the Headteacher will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

RAISING THE PROFILE OF 'SAFEGUARDING AND PROTECTION POLICY'

The following are ways in which the policy will be promoted throughout the whole community.

- A copy of this policy will be emailed to **all staff** after every update Regular item on staff meeting agendas
- Through the curriculum mainly in lessons on Personal, Social, Health and Citizenship Education.
- As part of a series of themed afternoon worship sessions (usually Wednesdays).
- Open discussions during class circle time and school council meetings.
- Continue to promote an ethos in school of mutual respect, openness and fairness where staff are seen as approachable and always willing to listen.
- The policy is outlined in the school prospectus and designated staff and governors are identified.
- Children are encouraged to use the internet in a safe way and reasons for this are explained as appropriate.
- Posters such as 'Childline' are to be openly displayed.
- Designated staff will advise and support children, colleagues and volunteers.
- Policy to be put on school website.
- 'Whistleblowing' is known to all as an integral part of the policy
- Policy is reviewed annually.
- Clear statements regarding the safeguarding of children are part of the written and verbal recruitment process.

- The details of the school safeguarding policy is included in the induction for all new staff.
- Everyone visiting the school is given an information leaflet identifying procedures and contacts regarding safeguarding.
- Regularly remind parents of the information available and key aspects of keeping safe.

PROFESSIONAL CONFIDENTIALITY

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Co-ordinator and may require further investigation by appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

RECORDS AND MONITORING

- Well-kept records are essential to good child protection practice. Warden Hill School is clear about the need to record any concern held about a child, children or adults within our school, the status of such records and when these records should be passed over to other agencies.
- There are 3 types of monitoring and recording:

1.  **Red Flag – when a child discloses something to you/you notice unusual bruising/marks/ a noticeable change in a child’s behaviour. These notes are kept in individual files on public and as a hard copy in the head’s office. They also need to be seen by the DSL or Deputy DSL and actioned-remember this is everyone's responsibility at Warden Hill.**

2.  **Amber Flag – these notes are kept on public in individual children’s files. They are about low level incidents/behaviours/ events linked to the child or parent/carer that do not meet the Red Flag threshold (described above). When filing check if there are any Red Flag forms. Is there a building picture?**

3. **Behaviour Incident Forms – filled in when there is an extreme violent/abusive outburst from a child. These forms need to be seen by Heads of KS and brought to Assistant Head/Head of Key Stage/Head’s attention for actioning.**

- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.
- These file notes are kept in a confidential file, which is separate to other files, and stored safely. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

- If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Safeguarding lead.
- Access to these confidential children's files is restricted to the head teacher and the school's designated teacher. In the event of allegations involving school staff or volunteers records will be made available only to those directly involved in the investigation of the allegations on a right to know basis.
- The school will keep DBS and list 99 checks on all staff and volunteers. In some cases visitors may be asked for DBS evidence. This single central record of checks will require evidence of identity, address, date of birth, qualifications and for overseas employees, permission to work in the United Kingdom and a check that, in the case of a teacher, they are not otherwise disqualified from teaching.

WHISTLEBLOWING

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak or write to the nominated 'whistleblowing' governor or the Gloucestershire County Council Directorate for Children, Young People and Families. Refer to Whistleblowing Policy
- Wherever possible, Warden Hill Primary School seeks to respect the confidentiality and anonymity of the whistleblower and will, as far as possible, protect him/her from reprisals. We will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised, and will consider any necessary disciplinary or corrective action appropriate to the circumstance.
<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61251&p=0>

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

SAFER RECRUITMENT

The new guidance KCSiE 2016 maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. At least one member of the recruitment panel must undertake safer recruitment training which Warden Hill Primary School will choose appropriate training and may take advice from GSCB in doing so.

ALLEGATIONS MANAGEMENT.

Procedures for dealing with allegations against any staff working/volunteering with children are laid out in the Gloucestershire Child Protection Procedures which may be found at

http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm

Allegations against staff are referred to the Headteacher who in turn contacts the LADO.

Allegations about the Headteacher are referred to the Chair of Governors who in turn contacts the LADO.

RESOLVING PROFESSIONAL DIFFERENCE (ESCALATION POLICY)

Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the Safeguarding Children Service on 01452 58 3629 For out of hours social work advice please contact the Emergency Duty Team on 01452 614 194

<http://www.gscb.org.uk/CHttpHandler.ashx?id=60436&p=0>

PROCEDURE WHERE HONOUR BASED VIOLENCE, FORCED MARRIAGE, FEMALE GENITAL MUTILATION IS SUSPECTED/ALLEGED

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse

is suspected/alleged'. A screening tool for supporting professionals in this area can be found at: www.gscb.org.uk/CHttpHandler.ashx?id=61510&p=0

MULTI AGENCY PUBLIC PROTECTION ARRANGEMENTS - MAPPA

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

Further information is available at: <https://www.gloucestershire-pcc.gov.uk/the-office-that-supports-the-pcc/partnerships-linked-with-the-pcc/mappa-gloucestershire/>

MULTI AGENCY RISK ASSESSMENT CONFERENCE - MARAC

MARAC meetings are held to discuss high level incidences of domestic abuse.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management'

The School adheres to the Gloucestershire Child Protection Procedures. The Manual is available online and the live version should be used. These procedures will be discussed annually in September.

PROCEDURES FOR RECOGNISING AND DEALING WITH RADICALISATION AND 'PREVENT' ISSUES

The school, through its entire staff, will be vigilant in monitoring signs of radicalisation. Senior management will extend their knowledge through training and updates of the issues and procedures advised by the relevant agencies. Staff will have training from senior management and be made aware of the higher risk individuals and risk signs. The school will report any risk behaviour immediately through GCSB or police. The school has developed a 'Preventing Radicalisation Policy' which will be shared with staff annually and made available to the wider community through the website.

For those who wish to view the Government's Prevent Strategy, please click the web-link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Prevent within schools is outlined fully on page 65.

OTHER AREAS REQUIRING MONITORING, REPORTING AND SUPPORT

The school will use the full range of advice and information to ensure it raises awareness of, monitors evidence of and reacts quickly to any indication of abuse involving:

- Children missing in education – additional information at :

- <http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=67175&p=0>
- Child sexual exploitation – additional information at:
<http://www.gscb.org.uk/article/120322/Child-Sexual-Exploitation-CSE-Children-Missing-from-Home--Trafficking>
- Domestic violence – additional information at:
<http://www.gscb.org.uk/domesticabuse>
- Honour Based Violence – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Forced Marriage – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Fabricated and Induced Illness – additional information at:
http://www.proceduresonline.com/swcpp/gloucestershire/p_fab_ind_illness.html
- Gangs and youth violence – additional information at:
http://www.proceduresonline.com/swcpp/gloucestershire/p_ch_affected_gang_act.html
- Gender/sexuality based discrimination and violence – additional information at:
<http://www.gloucestershire.gov.uk/gsab/article/119307/Discriminatory-Abuse>
- Violence against women and girls (VAWG) – additional information at:
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00281-2010.pdf>
- Mental health – additional information at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
- Private fostering – additional information at:
<http://www.gscb.org.uk/article/120328/Private-Fostering>
- Sexting – additional information at:
<http://www.ceop.police.uk/>
- Trafficking – additional information at:
<http://www.gscb.org.uk/article/120322/Child-Sexual-Exploitation-CSE-Children-Missing-from-Home--Trafficking>
- Medication and substance abuse – additional information at:
<http://www.gscb.org.uk/article/120325/Substance-Misuse>
- Female Genital Mutilation – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Faith abuse
http://www.proceduresonline.com/swcpp/gloucestershire/p_faith_belief.html
- Bullying including cyber bullying –
http://www.gloucestershire.gov.uk/media/adobe_acrobat/3/d/GlosHSP-BullyingGuidelines.pdf
<http://www.ceop.police.uk/>
- Hate crime – additional information at:
http://www.report-it.org.uk/cps_launch_hate_crime_schools_pack
- Radicalisation and the Prevent strategy – additional information at:
<http://www.gscb.org.uk/article/120326/Radicalisation--Extremism>

USEFUL FURTHER REFERENCES

- “Safeguarding Children in Education” (DfES/0027/2004)
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/>

- Child protection procedures manual
Gloucestershire County Council policies and procedures are available on the Safeguarding Children's Board website:
www.gscb.org.uk/handbook
- “What To Do If You’re Worried A Child Is Being Abused” (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department)
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping children safe in education Part 1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

LINKS TO GUIDANCE

Useful Links

You will notice some words in this document that are underlined in blue. These are straight links to related websites.

- Working Together to Safeguard Children 2015
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
- Data Protection Act 1998
www.opsi.gov.uk/acts.htm
- Department for Education for Safer Recruitment
<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>
- Guide to Safer Working Practice
<http://www.gscb.org.uk/CHttpHandler.ashx?id=40127&p=0>
- Child Exploitation and Online Protection Centre(CEOP) <http://www.ceop.police.uk/>
- South West Grid for Learning [http://www.swgfl.org.uk/Disclosure and Barring Service](http://www.swgfl.org.uk/Disclosure_and_Barring_Service) <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

You will also find some related links on the following websites:

- Domestic Abuse

www.ghll.org.uk

- Anti-Bullying
www.ghll.org.uk
- Information for School Governors
<http://www.gloucestershire.gov.uk/schoolsnet/governors>
- Children and Young People's Partnership Plan
<http://www.gloucestershire.gov.uk/cyppp>

POLICY LINKS TO:

Positive behaviour

Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Complaints

PSHE

Teaching and Learning

Prevent strategy

Administration of medicines

Drugs

Sex and Relationships Education

Acceptable usage

Recruitment and Selection

Intimate Care

Safe handling

Offer of Early Help

POLICY REVIEW

- The Governing Body is responsible for ensuring the annual review of this policy and
- Ensuring that the list of key contacts on the cover sheet is kept up to date.

APPENDICES

Appendix 1

Forms of Abuse:-

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)

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.

Domestic abuse Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of sexuality (Department of Health

2005). It occurs across the whole of society regardless of race, ethnicity, religion, social class, age, income and where a person lives. Increasingly we are also identifying domestic abuse between young people in their relationships, or perpetrated by a young person where their parent/carer is the victim. All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children
- Aware that witnessing domestic abuse constitutes harm to a child or young person.

There is clear evidence that domestic abuse increases the risk of harm to children.

Mental illness of parent or carer

If a parent or carer has a mental illness, it is important not to make assumptions or generalise. However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

Drug or alcohol misuse of parent or carer

If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that substance misuse in pregnancy can have a serious effect on the unborn child.

Learning disability of parent or carer

If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

Persistent offending behaviour of parent or carer

If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

Appendix 2

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. Teachers 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

Appendix 3

PARTICULAR FORMS OF PARENTAL BEHAVIOUR THAT COULD RAISE OR REINFORCE CONCERNS

ARE:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

Appendix 4

PROCEDURES – ANY STAFF MEMBER

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. These are based on the 'Memorandum of Good Practice – Criminal Justice Act 1991.'

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

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..."
2. Do not ask any leading questions whatsoever eg "was it Mummy /Daddy?" etc. or any questions requiring a yes/no answer.
3. Believe the child and reassure them that they were right to talk to you.
4. 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.
5. Do not jump to conclusions or speculate or accuse anybody
6. Record the facts and conversation in writing using the [Blue Note](#) immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
7. Report the suspicion to the Designated Person responsible for Child Protection or the Head teacher. The Designated Person or Head teacher will take the appropriate action.
8. In the case of suspicion against a staff member or volunteer referral is to the head teacher, unless they are the one accused. In that case reference should be made to the Chair of Governors or Gloucestershire County Council Safeguarding Board.

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.
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.
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 using the [Blue Note](#) (writing notes during the interview may put undue pressure on the child). Sign and date the report (it 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 Person or Head teacher who will contact the Social Services Department as necessary.
11. In the case of suspicion against a staff member or volunteer referral is to the head teacher, unless they are the one accused. In that case reference should be made to the Chair of Governors or Gloucestershire County Council Safeguarding Board.

IN ALL CASES

Negotiate getting help – Tell the child that you are going to get help for them and their family – prepare them for the fact that you must involve others, they may be interviewed by police, social worker and / or doctor to check they are OK.

EMERGENCY PROCEDURES

If the designated Person or Headteacher are not available, establish the facts and details as above and contact the Gloucestershire County Council, Children, Young People and Families Office.

Referrals must be made in one of the following ways:

- In writing, using the Common Assessment Framework (CAF) if appropriate, addressed to the relevant Children, Young People and Families office.
- By telephone contact, to the Safeguarding Children Service 01452 583636
- In an emergency outside office hours, by contact
- If the child is known to have an allocated social worker, referrals should be made directly to the allocated worker or, in her/his absence, the manager or a duty officer in that team.
- All professionals must confirm verbal and telephone referrals in writing, within 48 hours of being made, using the Multi Agency Referral Form and attaching the Common Assessment Framework completed documentation if appropriate.
- If it is not possible to contact the relevant Children, Young People and Families office, the concern must be reported to the Police Child Abuse Investigation Unit via the Police Enquiry Centre. If the Police receive a referral prior to the Children, Young People and Families, they must consult with Children, Young People and Families as soon as possible and prior to taking any action.
- If the referral is not satisfactorily responded to the locally agreed policy for escalation is to be followed (see GSGB website)

Safeguarding at Warden Hill

Keeping Children safe in Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. KCSIE 2016 Version

All forms must be dated and signed by the person writing it. They must be saved under child's first and surname with the date.

- **Red Flag** – when a child discloses something to you/you notice unusual bruising/marks/ a noticeable change in a child's behaviour. These notes are kept in individual files on public and as a hard copy in the Head's office. They also need to be seen by the DSL or a Deputy DSL and actioned.
- **Amber Flag** – these notes are kept on public in individual children's files. They are about low level incidents/behaviours/ events linked to the child or parent/carer that do not meet the Red Flag threshold (described above). When filing, check if there are any Red Flag forms. Is there a building picture?
- **Behaviour Incident Forms** – filled in when there is an extreme violent/abusive outburst from a child. They are also kept in individual children's files on public. These forms need to be seen by Heads of KS and brought to a Deputy DSL/Head DSL's attention for actioning.

Safeguarding at Warden Hill

<p>Red Flag</p> 		<p>Red Flag – when a child discloses something to you/you notice unusual bruising/marks/ a noticeable change in a child's behaviour. These notes are kept in individual files on public and as a hard copy in the head's office. They also need to be seen by the DSL or Deputy DSL and actioned-remember this is everyone's responsibility at Warden Hill.</p>
<p>Amber Flag</p> 		<p>Amber Flag – these notes are kept on public in individual children's files. They are about low level incidents/behaviours/ events linked to the child or parent/carer that do not meet the Red Flag threshold (described above). When filing check if there are any Red Flag forms. Is there a building picture?</p>
<p>Behaviour Incident Form</p>		<p>Behaviour Incident Forms – filled in when there is an extreme violent/abusive outburst from a child. These forms need to be seen by Heads of KS and brought to Assistant Heads/Head of Key Stages/Head's attention for actioning.</p>

Remember Safeguarding is everyone's responsibility