

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Policy for Safeguarding including Child Protection

REFERENCE

Please read this policy in line with the guidance found in the Gloucestershire Safeguarding Procedures Manual

<https://www.proceduresonline.com/swcpp/gloucestershire/index.html>

Also to be read alongside our policies on Health and Safety, E-safety, SEND, Behaviour, Anti-bullying, attendance, Offer of Early Help, Off-site visits

Reviewed by:	Gabriella Tiley & Nicola Connolly
Approved by FGB:	22 nd September 2021
Review Cycle:	Annually
Next Review due:	September 2022

This policy will be reviewed in full by the Governing Board on an annual basis (or sooner if new updates or requirements are issued by the DFE)

Governor responsible:	Full Governing Body	Staff Lead	CHowells
Status:	Statutory	Review Cycle	Annual
Last Review	Reviewed in line with latest national guidance 'Keeping children safe in Education-September 2021 and Covid-19 August 2021	Next Review Date	September 2022
Further Guidance	www.gsceb.org.uk		
Designated Safeguarding Lead	Mrs C Howells head@st-josephs.gloucs.sch.uk		
Governor responsible for safeguarding	Mrs N Connolly foundationgovernor4@st-josephs.gloucs.sch.uk		

Important contacts

Role/organisation	Name	Contact details
Designated safeguarding lead (DSL)	CLARE HOWELLS	St Joseph's Catholic Primary School 01453 860311 head@st-josephs.gloucs.sch.uk
Deputy DSL	NATALIE JONES PAULA FRECKLETON	St Joseph's Catholic Primary School 01453 860311 njones@st-josephs.gloucs.sch.uk pfreckleton@st-josephs.gloucs.sch.uk
Local authority designated officer (LADO)	NIGEL HATTON	01452 426320.

Role/organisation	Name	Contact details
Chair of Governors	SYD GWYER GABRIELLA TILEY	St Joseph's Catholic Primary School 01453 860311 chair@st-josephs.gloucs.sch.uk
Safeguarding Governor	NICOLA CONNOLLY	foundationgovernor3@st-josephs.gloucs.sch.uk foundationgovernor4@st-josephs.gloucs.sch.uk
Channel helpline		020 7340 7264

1. Aims

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2021 \(2\).pdf](#) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. (The Local Authority, Chief officer of police, Clinical Commissioning Group (CCG))

This policy is also based on the following legislation:

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

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

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

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

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

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

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

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

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

and should be read in conjunction with the following departmental advice: [Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](#) and [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment

Preventing impairment of children’s **mental and physical health** or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. **Appendix 1** defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping children safe in education 2021 \(2\).pdf](#), and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding and these will be explained to them as part of staff induction This should include:

- this child protection and safeguarding policy, which includes the policy and procedures to deal with peer on peer abuse;
- behaviour policy;
- anti-bullying policy;
- the staff code of conduct,
- the safeguarding response to children who go missing from education,
- the role and identity of the designated safeguarding lead (DSL) and deputies (DDSL) the behaviour policy, and

All staff will receive appropriate safeguarding and child protection training (including online safety) at induction. Training will be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety updates) (for example, via email, e-bulletins and staff meetings), as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals. This means only involving those who need to be involved, such as the DSL (or DDSL) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE) and Child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization. Staff will receive training about CCE and CSE and know how to identify these forms of abuse and understand the affects on a child.

We promote mental wellbeing at St Joseph's Catholic Primary School by creating a safe, structured environment where staff are trained on mental wellbeing, teaching children about mental wellbeing through the support of our Pastoral leader. Staff are responsible for;

- Spotting signs that a child is struggling with their mental health including behavior concerns
- Know which children may be more vulnerable to developing mental health problems
- Referring mental health problems which are also a safeguarding problem to the pastoral lead, then the DSL.

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is **Clare Howells** Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies – **Natalie Jones or Paula Freckleton** will act as cover.

If the DSL and deputies are not available, **a DSL from within the Little Way Partnership** will act as cover.

It is the role and responsibility of the DSL to;

- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that vulnerable are previously or currently experiencing with teachers and leadership staff
- Work with staff to support them to identify the challenges that this group of children may face and he additional academic support and adjustments they could make to support these children.
- Work with staff to create and maintain a culture of high aspirations for this group of children.
- Know how to identify and respond to mental health concerns which are also a safeguarding issue, including referring to appropriate services
- Know how to escalate concerns and referrals and ensure accountability through robust record keeping.
- Be aware of both CCE and CSE and consider these contextual factors when undertaking or contributing to assessments, including Early Help, CSE or other agency assessments.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Receive training on CCE and CSE to enable them to recognize and respond to these forms of abuse including referrals to appropriate services.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

5.3 The Governing Board

The governing board will ensure that they facilitate a whole school approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, governors will ensure that all systems, processes and policies will operate with the best interests of the child at their heart. The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. **Nicola Connolly** is the link safeguarding governor.

The governing board will ensure that children are taught about safeguarding, including online safety, and recognize that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualized approach for more vulnerable children victims of abuse and some SEND children might be needed.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education.

Section 13 has information on how governors are supported to fulfil their role.

5.4 The headteacher

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

Ensuring that the policies and procedures, adopted by the governing board, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

All staff recognise that all matters relating to child protection are confidential. The DSLs and DDSL's will only disclose information about a child to other members of staff or other professional on a need to know basis only. All staff recognise that they have a professional responsibility to share information with other agencies in order to safeguard children. As a school, we will always undertake to share our intention to refer a child to social care with parents/carers unless to do so could put the child at greater risk of harm or impede criminal investigation. Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings. Explain your school's approach to confidentiality and data protection with respect to safeguarding here, or link to a separate policy which covers this if you have one. Either here or in another policy, you

should cover your process and principles for sharing information within your school or trust, and with the 3 safeguarding partners and other agencies as required.

At St Joseph's we recognise that:

- Timely information sharing is essential to effective safeguarding
- 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
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner will seek consent or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information **(See Information Sharing, DFE July 2018)**
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

As part of St Joseph's Catholic Primary 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

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

1. Contact Gloucestershire Children and Families Front Door (open 9am-5pm). Telephone: 01453 426565
2. Email: childrenshelpdesk@gloucestershire.gov.uk
3. Outside of office hours, you should contact the Emergency Duty Team (EDT). Telephone: 01452 61 4194

If you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the **Police at any time on 101.**

The [Multi-Agency Service Request Form \(MARF\)](#) should be used to share information with your local office. Professionals will need to make referrals to the Front Door for Children's services by completing a MARF on the new Liquid Logic portal

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

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

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

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

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

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

A referral to social care using the information set out in 7.1

Children's social care will undertake an assessment and, jointly with the Police, will undertake a Section 47 Enquiry if they have reason to believe that a child is likely to suffer or has suffered FGM. A strategy discussion/meeting should include the relevant Health professionals and, if the child is of school age, the relevant school representative

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 10 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalized or exploited;
- Has a family member in prison, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Had returned home to their family from care;
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

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

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. [Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.](#)

The co-ordinated **St Joseph's Catholic Primary School offer of early help** is outlined in the table below. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. St Joseph's offer a number of early preventative measures.

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

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive.

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

St Joseph’s Catholic Primary School offer of Early Help	
<p>Universal source of help for all families in Gloucestershire:</p> <p>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. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk</p> <p>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.glosfamilies.org</p> <p>For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability ‘Local Offer’ website: www.glosfamilies.org.uk/localoffer</p>
<p>GSCB (Gloucestershire Safeguarding Children Board) website.</p>	<p>http://www.gscb.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>
<p>St Joseph’s Catholic Primary School universal support for all pupils and families.</p>	<p>Should parents have a concern about anything pastoral in the first instance parents should ask to speak to Pastoral Support Worker who can work with parents, teachers and external professionals to support pupils and families. Paula Freckleton, our pastoral support lead is available Monday – Friday (Thursday morning only) from 8.30am- 3.30pm on weekdays during term-time.</p> <p>General office number: 01453 860311.</p> <p>All eligible pupils complete the on-line survey which is monitored and concerns are acted upon immediately.</p>
<p>St Joseph’s Catholic Primary School PSHE / SMSC curriculum</p>	<p>St Joseph’s have combined PSHE (Personal Social Health Education), RSHE (Relationships, Sex and Health Education), Teaching of God Matters which incorporate Christian Values.</p> <p>This comprehensive 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. Where pupils have specific issues that need discussing or addressing, we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content):</p> <p>Relationships, Sex and Health Education: Children across the school will be taught a carefully planned curriculum, underpinned by Catholic values – discussing families, relationships, puberty, changes, personal hygiene (Ten Ten).</p>

	<p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe: E-safety (facebook and internet); personal safety (out and about); How to respond to an emergency.</p> <p>IN THE NET production –Y4</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; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.</p>
Home-school support	All of our Early Help is offered in partnership with parents / carers.
E-safety	<p>E-safety is a key part of the ongoing (PSHE/SMSC/SRE) curriculum.</p> <p>-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 St Joseph's Catholic Primary School are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home-school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem. Our approach to bullying is restorative and staff are trained in dealing with situations using this approach. 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) http://www.bullying.co.uk . Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.</p> <p>www.onyourmindglos.nhs.uk – A Gloucestershire website which also covers bullying as a topic and where to go for help.</p>
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.	<p>Within Gloucestershire Early Help Partnership (co-ordinated by Families First Plus) provide multi-agency support for children and families. A phone call to discuss a possible referral could be helpful before making written referral. Parents must consent to a referral. School actively seek support when appropriate. Referrals go to the Early Help Partnership (representation from Education, health, social care etc.) and referring agencies are encouraged to attend. All agencies should view themselves as part of this Early Help Partnership. The referral meeting is a multi-agency discussion to decide the best way forward:</p> <p>Early Help Partnership/Families First Plus:</p> <p>Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk tel:01452 328076;</p>

	<p>Stroud: stroudearlyhelp@gloucestershire.gov.uk Tel: 01452 328130; Tewkesbury: tewkesburyearlyhelp@gloucestershire.gov.uk Tel: 01452 328 250; Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101; FOD: forestofdeaneearlyhelp@gloucestershire.gov.uk Tel: 01452 328048; Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and 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.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families; 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'; Signpost 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><u>Youth Support Team (YST):</u></p> <p>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 - Children in Care - 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>
Drug concerns	<p>www.infobuzz.co.uk/: Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.</p> <p>Drugs education is covered in the school curriculum. www.onyourmind.nhs.uk – advice on drug/alcohol misuse.</p>
Mental health concerns * Please note that in Gloucestershire CYPS (children and young people's services) replaced	<p>www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help.</p> <ul style="list-style-type: none"> • Referral to school nurses may be appropriate. • Referral to CYPS (Gloucestershire's mental health services) via your own GP.

CAMHS (child and adolescent mental health services)	<ul style="list-style-type: none"> For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. CYPS* Practitioner advice line (for professionals to call) tel: 01452 894272. <p>MENTAL HEALTH curriculum taught explicitly through KS2 where appropriate. At St Joseph's we have a dedicated Pastoral Support Worker to support children individually and if required across all year groups.</p>
Child Sexual exploitation (CSE)	<p>CSE screening tool (can be located on the GSCB website: https://www.gscb.org.uk/im-a-child-or-young-person/child-sexual-exploitation-cse/i-work-with-children-and-young-people/)</p> <p>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 PC Christina Pfister (Missing persons Coordinator) 01242 276846</p> <p>All referrals to go to the Central Referral Unit 01242 247999 Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and</p> <p>PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info</p>
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.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>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> <p>Gloucestershire Unborn Baby Protocol: Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together (2015) specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at www.gscb.org</p>
Teenage relationship abuse	<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.

	<ul style="list-style-type: none"> • 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</p>
Fabricated and induced illness (FII)	http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.
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 NIGEL HATTEN (GCC LADO).</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia.</p> <p>FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them PERSONALLY to report it to the police. 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>Clare Howells (Head) and all qualified teaching staff have completed the online home office training, ‘<i>Female Genital Mutilation: Recognising and Preventing FGM</i>’</p> <p>- E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and pupils.</p>
Forced marriage	<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 fmua@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p> <p>www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forced-marriage. 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. <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> <p>www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They</p>

	can be contacted on tel: 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.
Gangs and youth violence	<p>Contact the Avenger Task Force/Inspector Neil Smith (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.</p> <p>Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>
Gender-based violence/violence against women and girls (WAWG)	<p>www.gov.uk – home office policy document, 'Ending violence 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</p> <p>Gloucestershire Rape and Sexual Abuse Centre: 01452 526770 There's a 24-hour answerphone service and they'll respond within 24 hours. Or you can use the confidential and anonymous email support service at support@glosrasac.org.uk. The support workers are <u>all women</u>, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the www.onyourmindglos.nhs.uk website or contact GRASAC for a free copy. www.onyourmindglos.nhs.uk for 'I've been raped or sexually assaulted' information.</p>
Honour based violence (HBV)	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247</p> <p>Inspector Fay Komarah is the Gloucestershire Police contact for honour based violence.</p>
Private fostering	<p>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.</p> <p>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).</p>
<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist of terrorist content online please report it via: https://www.gov.uk/report-terrorism</i></p>	<ul style="list-style-type: none"> • Gloucestershire Safeguarding Children Board www.gscb.org. There is a new GSCB PREVENT referral pathway (Clare Howells/DSL has a copy) • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • Gloucestershire Safeguarding Children Board have published a PREVENT pathway for professionals to refer to. • All of teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (online training). • Key contacts: PC Adam Large, Gloucestershire Constabulary PREVENT officer: tel 101 • Anti-Terrorist Hotline: tel 0800 789 321 <p>The 'Advice on the Prevent duty' written by the Department for Education explains what governors and <u>staff</u> can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to</p>

	<p>counter.extremism@education.gsi.gov.uk. See Appendix 2 for more information on radicalisation.</p> <p>Prevention: St Joseph's Catholic Primary School teach traditional British values threaded through our REACH Curriculum. These include democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'. E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online. St Joseph's Catholic Primary School also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let's talk about it is an excellent website for parents www.ltai.info/ as is www.preventtragedies.co.uk While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
Sexting	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team. Contact Sgt. Nigel Hatton.</p> <p>Prevention:</p> <p>'So you got naked online' (sexting information leaflet produced for pupils by south west grid for learning). <i>When necessary, pupils are informed that 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></p>
Trafficking	<p>Serious crime which must be reported to NIGEL HATTEN (Gloucestershire LADO) and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same 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. <i>See Appendix 2 for further information on Trafficking.</i></p>
Children who run away (missing persons/missing children)	<p>PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police).</p> <p>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.</p> <p>ASTRA (Gloucestershire): The AeSTRA (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>
CME (Children missing education)	<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. 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</p>

	<p>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>
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Referral

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Gloucestershire Safeguarding Children Escalation Flowchart



You consider that the actions, inaction or decisions of another agency do not adequately safeguard a child.

Please note: At each stage there is a maximum time scale of 5 days or less or as agreed between the agencies concerned keeping the best interests of the child in mind.

STAGE 1: Make initial attempts to resolve the matter through discussion with the other professional involved. Record the outcome using the Escalation Form below.

STAGE 2: If the disagreement remains unresolved – contact line manager – who will contact equivalent manager in the other agency and seek to resolve the matter. Line managers should consider whether a professionals meeting is appropriate.

(It is recommended that contact is done face to face or over the phone and where possible outside of Outlook)

NOTE: If child is subject of a CP plan or is a Child Looked After, notify Independent Reviewing Officer (IRO)

STAGE 3: If the disagreements remain unresolved, the Line Managers report to their respective managers or safeguarding representatives. Again, a professional meeting may be appropriate at this stage engaging other agencies.

If there remains disagreement, escalation continues through the appropriate tiers of management in each organisation until the matter is resolved.

It is recommended that discussion is done face to face or over the phone and where possible outside of Outlook.

(NOTE: The Decision to escalate to Stage 4 must be taken by the most senior management level of both agencies, in the interests of the child, and only when all other attempts at resolution are resolved)

NOTE: When an escalation reaches Stage 3 the concerned agency must copy the completed Escalation Form to the Business Unit via: mail@gsccb.org.uk

NOTE: This is for monitoring purposes only and not as part of the Escalation process which should continue through the involved agencies.

STAGE 4: The chair of the LSCB facilitates the resolution of the disagreement with the Senior Managers involved – either directly or through a Resolution Panel.

Note: There is a 10 Day timescale at stage 4

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

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

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

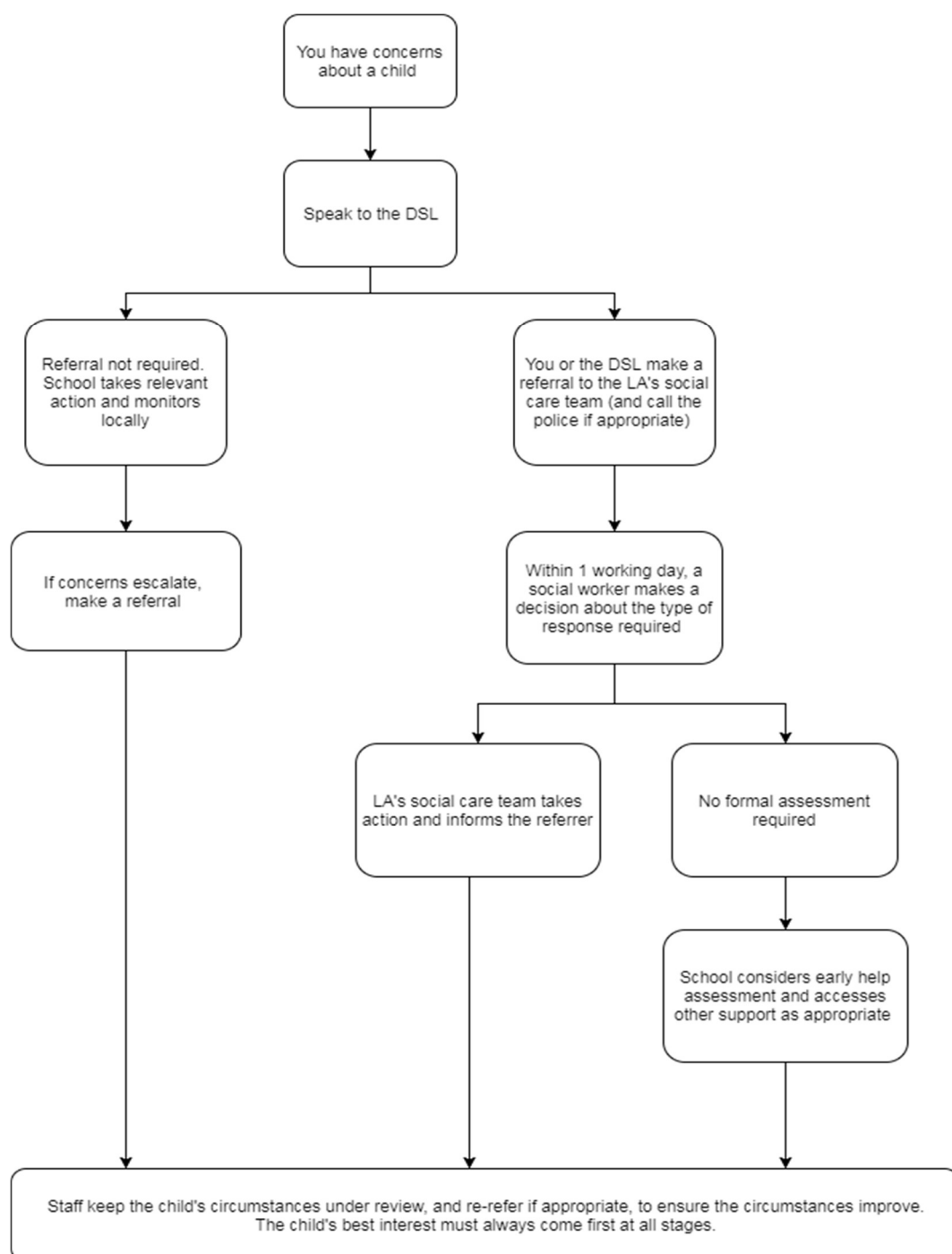
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

7.6 Concerns about a staff member or volunteer



If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. The headteacher will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

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

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

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

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

7.8 Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

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

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

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

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a police community support officer, dialling 101

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

In response to individual cohort needs, pupils (age appropriate) are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

8. Notifying parents

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

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

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

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

9. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

10. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

11. Complaints and concerns about school safeguarding policies

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. We acknowledge that whilst a supply teacher is not directly employed by the school, should a concern or allegation be made whilst teaching s St Joseph's Catholic Primary school, we will deal with the complaint following the school's procedure. (see appendix 3).

11.2 Other complaints

See complaints policy

11.3 Whistle-blowing

See Whistle blowing policy

12. Record-keeping

We will hold records in line with our records retention schedule.

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All concerns, including safeguarding are recorded using CPOMs which is an online system. All staff have to log in in order to record a concern. Only the DSL and DDSL has full access to information.

Concerns are shared with multiagency when appropriate. Advice is always sought from the Front Door.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

13. Training

13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

13.2 The DSL and DDSL's

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

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

They will also undertake Prevent awareness training.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

13.5 Online Safety

14. Monitoring arrangements

This policy will be reviewed annually by Clare Howells Headteacher and DSL. At every review, it will be approved by the full governing board.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour and anti-bullying policy
 - Staff code of conduct
 - Complaints
 - Whistle Blowing
-

- Acceptable use
- Health and safety
- Attendance
- Online Safety Policy
- Equality
- Relationships and Sex education
- First aid
- Privacy notices

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

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. All staff should be aware of the indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff can identify cases of children who may need help or protection. **In all cases, if staff are unsure, they should always speak to the DSL (or deputy).**

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their DSL (or deputy).

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

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

Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of the school's policy and procedures for dealing with it.
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer abuse

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexing or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Peer on peer abuse can happen both inside and outside of school and online. It is important that all staff recognize the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. If staff have any concerns regarding peer on peer abuse they should speak to their DSL (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture on unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalizes abuse leading to children accepting it as normal and not coming forward to report it.

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

Both CSE and CCE are forms of abuse that occur where an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Further information about CCE or CSE including definitions and indicators is included in Keeping Children Safe in Education 2021 Annex B

[Keeping children safe in education 2021 \(2\).pdf](#)

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm, or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Advice is provided by the home office's [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) and its [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

Appendix 2: Safer Recruitment and DBS (Disclosure and Barring Service) checks – policy and procedures

1. Recruitment and selection process

1.1 Introduction

St Joseph's Catholic Primary School will ensure that potential applicants are given the right messages about the school's commitment to recruit suitable people. The governing board ensures that there is a culture which promotes the welfare of children in our school. As part of this culture, we adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

All staff involved in the recruitment and employment of staff to work with children will receive safer recruitment training, the substance of which will as a minimum cover the content of this guidance. At least one of the persons who conducts an interview will be safer recruitment trained.

We will only accept applications completed on a Catholic Education Service application form attached to an advert and will not accept a copies of curriculum vitae in place of an application form.

1.2 Shortlisting

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance in the disclosure of criminal records, further information can be found on GOV.UK

For example:

- If they have a criminal history;
- Whether they are included on the barred list;
- Whether they are prohibited from teaching;
- Information about any criminal offences committed in any country in line with the law as applicable to England and Wales, not the law in their country of origin or where they were convicted;
- If they are known to the police or children's social care;
- Have they been disqualified from providing childcare and,
- Any relevant overseas information.

This information will only be requested from applicants who have been shortlisted and will not be requested in the application form to decide who should be shortlisted.

Applicants will be required to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview. The purpose of the self declaration s so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

The school will:

- ensure that at least two people carry out the shortlisting exercise and where possible, those who shortlist carry out the interview for a consistent approach;
- consider any inconsistencies and look for gaps in employment and reasons given for them; and,
- explore all potential concerns.

1.3 Employment history and references

The purpose of seeking references is to allow the school to obtain factual information to support appointment decision. References will be obtained before interview, to allow any concerns raised to be explored further with the referee and taken up with the candidate at the interview.

The school will:

- not accept open references e.g. to whom it may concern;
- not rely on applicants to obtain their reference;
- ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of disciplinary investigations);
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed;
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer;
- always verify any information with the person who provided the reference;
- ensure that electronic references originate from a legitimate source;
- contact referees to clarify content where information is vague or insufficient information is provided;
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate;
- establish the reason for the candidate leaving their current or most recent post; and,
- ensure any concerns are resolved satisfactorily before appointment is confirmed.

When asked to provide references we will ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding allegations but will not include information about allegations which are unsubstantiated, unfounded, false or malicious.

In recognising that references are an important part of the recruitment process, any requests will be dealt with in a timely manner, so as not to hold up proceedings.

1.4 Selection

We will use a range of selection techniques to identify the most suitable person for the post. Those interviewing will agree structured questions, including:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children;
- exploring their skills and asking for examples of experience working with children which are relevant to the role; and
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about reasons for this.

Interviews will explore potential areas of concern to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal;
- lack of recognition and/or understanding of the vulnerability of children;

- inappropriate idealisation of children;
- inadequate understanding of appropriate boundaries between adults and children; and,
- indications of negative safeguarding behaviours.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

Pupils will be involved in the recruitment process in a meaningful way and shortlisted candidates' interaction with pupils will be appropriately supervised.

All information considered in the decision-making process will be clearly recorded along with decisions made.

2. Pre-appointment vetting checks, regulated activity and recording information

2.1 Introduction

This section our legal duties which **must** be carried out when appointing staff to engage in regulated activities relating to children. These checks will help identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). This section also explains what information we **must** record on the single central record.

All appointments will be conditional until satisfactory completion of the mandatory pre-employment checks.

2.2 Vetting checks

The school will:

- Verify a candidate's identity. This includes being aware of the potential for individuals changing their name. We will, therefore check their birth certificate, where this is available and follow the identification checking guidelines on the UK.GOV website: [How to prove and verify someone's identity - GOV.UK \(www.gov.uk\)](https://www.gov.uk/how-to-prove-and-verify-someone-s-identity)
- Obtain (via the applicant) and enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children) before, or as soon as practicable after, the person's appointment. When using the DBS update service the original physical certificate will required.
- Obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available
- Verify a candidate's mental and physical fitness to carry out their work responsibilities.
- Verify a person's right to work in the UK, including EU nationals. In cases of uncertainty about whether an individual needs permission to work in the UK we will follow advice on the UK.GOV website: [Checking a job applicant's right to work - GOV.UK \(www.gov.uk\)](https://www.gov.uk/checking-a-job-applicant-s-right-to-work)
- If the person has lived or worked outside the UK, make further checks which the school considers appropriate;
- Verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service will be used to verify any award of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.

In addition we will ensure:

- that a applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State, including any sanction or restriction imposed (that remains current) by the GTCE, before its abolition in March 2012, in accordance with paragraph 236 of KCSIE (2021) [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85400/keeping-children-safe-in-education-2021.pdf);

- Appropriate checks are carried out to ensure that individuals employed to work in reception classes are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

2.3 Applicant moving from previous post

There is no requirement for the school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- Which brought the person regularly into contact with children; or
- To which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children of young persons; or
- In another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above, the school may still choose to request one to ensure it has up to date information. However, the school will still carry out all other relevant pre-appointment checks, including where the individual is engaging in regulated activity with children, a children's barred list check.

2.4 Regulated activity

In summary, a person will be engaging in a regulated activity with children if, as a result of their work, they:

- Will be responsible, on a regular basis for teaching, training instructing, caring for or supervising children;
- Will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives the opportunity for contact with children; or
- Engage in intimate or personal care or healthcare or any overnight activity, even if this only happens once.

Further information about regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

2.5 DBS checks

Full details of the types of DBS check and use of the DBS update service are contained in Keeping Children Safe in Education 2021 statutory guidance for schools and colleges (September 2021), including a flowchart of Disclosure and Barring Service Criminal Record Checks and Barred List checks.

3. Recording Information

3.1 Single Central Record

The school will maintain a single central record (CSR) of pre-appointment checks for **all** staff, including teacher trainees on salaried routes, agency staff and third party supply staff, even if they work for one day. The minimum information which must be recorded in respect of staff members (including teacher trainees on salaried routes), including the date on which each check was completed or certificate obtained is:

- An identity check;
- A barred list check;
- And enhanced DBS check requested/certificate provided;

- A prohibition from teaching check;
- Further checks on people who have lived or worked outside the UK;
- A check on professional qualifications, where required; and
- A check to establish the person's right to work in the United Kingdom.

For agency and third party supply staff the SCR must record whether written confirmation has been received that the employment business supplying the member of staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation as received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The details of an individual **will** be removed from the SCR once they no longer work at the school.

3.2 Retention of documents

The school may retain a copy of a DBS certificate, only if there is a valid reason for doing so, but will not keep it for longer than 6 months. When the information is destroyed, the school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken, should we choose to.

Copies of other documents used to verify a successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

4. Other checks that may be necessary for staff, volunteers and others.

4.1 Individuals who have lived or worked outside the UK

In addition to the checks in section 2.2 above, the school will make any further checks it thinks appropriate, so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, the school will apply the same approach for any individuals who have lived or worked outside the UK regardless if whether or not it was an EEA country or the rest of the world.

In considering the suitability of a candidate the school will follow DfE guidance in [Recruit teachers from overseas - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recruit-teachers-from-overseas)

4.2 Agency and third party staff (supply staff)

We will obtain written notification from any agency, or third party organization, that they have carried out checks on an individual who will be working at our school that we would otherwise perform. In respect of the enhanced DBS check, we will ensure that written notification confirms the certificate been obtained by either the employment business or another such organization.

Where the agency or organization has obtained an enhanced DBS before the person is due to work in our school, which has disclosed any matter, or any information was provided to the employment business, the school will obtain a copy of the certificate from the agency.

Where the position requires a children's barred list check, this must be obtained by the agency or third party by obtaining an enhanced DBS certificate with barred list information, prior to appointing the individual.

The school will also check that the person presenting themselves for work is the same person on whom the checks have been made.

4.3 Contractors

When the school uses contractors to provide services, we will set out our safeguarding requirements in the contract between the organisation and the school.

We will ensure that any contractor, or an employee if the contractor, who is to work at the school, has been subject to the appropriate level of DBS check (including children's barred list information).

For contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, and enhanced DBS (not including children's barred list information) will be required. Where a contractor does not have the opportunity for regular contact with children, the school will decide on whether a basic DBS disclosure would be appropriate.

The school will not permit a contractor, on whom no checks have been made, be allowed to work unsupervised or engage in regulated activity relating to children. The school will determine the appropriate level of supervision depending on the circumstances.

Where an individual working at school is self-employed, the school will consider obtaining a DBS check as self-employed people are not able to make an application directly to the DBS on their own account.

The school will always check the identity of contractors on arrival at the school.

4.4 Trainee/Student teachers

Applicants for initial teacher training who are salaried by the school will be subject to all the vetting checks listed in Section 2.2 above. If these trainee teachers are engaging in regulated activity relating to children, an enhanced DBS check (including children's barred list information) must be obtained.

Where trainee teachers are fee funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. We will obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise make and that the trainee has been judged by the provider to be suitable to work with children.

Although there is no requirement for the school to record details of fee-funded trainees on the SCR, we may wish to record this information under non statutory information.

4.5 Visitors

We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending sports day, assemblies or similar activities. The Headteacher will use their professional judgment about the need to escort or supervise such visitors.

For visitors who are in school in their professional capacity, for example educational psychologists, social workers etc. we will check their ID and be assured that the visitor has had an appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

4.6 Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. We will **never** request barred list information on a supervised volunteer, as they are not considered to be engaging in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will follow the guidance issued by the Secretary of State in Annex F of Keeping Children Safe in Education 2021 statutory guidance for schools and colleges, in determining the appropriate level of supervision of volunteers.

4.7 Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor). There is no requirement for the school to record this information on the SCR. However, we may choose to do so.

Associate Governors do not require an enhanced DBS check, unless they also engage in regulated activity in our school.

4.8 Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

4.9 Adults who supervise pupils on work experience

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

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

4.10 Pupils staying with host families (Homestay)

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will follow the guidance set down in Annex E of Keeping Children Safe in Education (2021) statutory guidance for schools and colleges.

4.11 Private fostering – LA notification when identified

Where staff identify (through the normal course of their interaction and promotion of learning activities with children) a pupil who is being cared for by a person who is not a parent, person with parental responsibility for them or a relative in their own home **and** the person is/intending to care for and accommodate them for 28 days or more, we will notify the local authority to allow them to check that the arrangement is suitable and safe for the child.

Where we are involved (whether or not directly) in arranging for a child to be privately fostered, we will notify the local authority of the arrangement as soon as possible after the arrangement has been made. This notification must contain the information specified in Schedule 1 of the Children (Private arrangements for Fostering) Regulations 2005 and must be in writing.

5 Safeguarding vigilance beyond the recruitment process

5.1 Ongoing vigilance

We will ensure that we have processes in place for continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

We will maintain a culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

5.2 Existing staff

We may need to carry out new checks on existing staff when:

- someone working at our school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. This must include all relevant checks for that regulated activity;
 - there has been a break in service of 12 weeks or more; or
-

- we are concerned about an individual's ability to work with children.

5.2 Duty to refer to the Disclosure and Barring Service

We will make a referral to the DBS when we remove an individual from regulated activity (or would have removed then had they not left), and we believe the individual has:

- Engaged in relevant conduct in relation to children and/or adults,
- Satisfied the harm test in relation to children or vulnerable adults; or
- Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Referrals will be made as soon as possible when an individual is removed from regulated activity when they have been suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

When allegations are made, we will investigate, to establish if it has foundation and ensure that we have sufficient information to meet the referral criteria explained in the DBS referral guidance [Making barring referrals to the DBS - GOV.UK \(www.gov.uk\)](https://www.gov.uk/making-barring-referrals-to-the-dbs)

5.3 Duty to consider referral to the Teacher Regulation Agency

Where we dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

Appendix 3: allegations of abuse made against staff

We will follow Part 4 of the Keeping Children Safe in Education 2021 Statutory Guidance for schools and colleges when dealing with allegations which may meet the harms threshold. This applies to all cases in which it is alleged that a current member of staff, supply teacher, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside of school that might make an individual unsuitable to work with children – known as transferrable risk);

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

Where a member of staff or volunteer is involved in an incident outside school/college which did not involve children but could have an impact on their suitability to work with children there is a requirement to report such behavior and follow the appropriate procedure.

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

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

Should an allegation be made against a supply teacher or contractor and the allegation needs to be passed to the LADO, full co-operation from the supply agency or agency with the school and LADO during investigations would be expected. In the event of a supply teacher being employed by the school, both the teacher and agency will be informed of these changes to our safeguarding policy. School staff and governors will be informed of these changes.

Suspension

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

When we are made aware that the Secretary of State has made an interim prohibition order in respect of a staff member, we will take immediate action to ensure that the individual for not carry out any work in contravention of the order and does not carry out teaching work.

Based on an assessment of risk and advice from the LADO and HR, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. This could include encouraging staff to contact union representatives, counselling service offered by SAS and or encouraging them to see their GP
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

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

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 4: specific safeguarding issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

We will follow our procedures for unauthorised absence (See attendance policy) and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Child Criminal Exploitation

Child Criminal Exploitation (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 threats 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.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that 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.

This can involve violent, humiliating and degrading sexual assaults, but 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 sex. It can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity and may occur without the child or young persons immediate knowledge (eg, through others copying videos or images they have created and posted on social media). For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Homelessness

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

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
-

- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL will:

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

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

[The government website Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
 - Becoming susceptible to conspiracy theories and feelings of persecution
 - Changes in friendship groups and appearance
 - Rejecting activities they used to enjoy
 - Converting to a new religion
 - Isolating themselves from family and friends
 - Talking as if from a scripted speech
 - An unwillingness or inability to discuss their views
 - A sudden disrespectful attitude towards others
 - Increased levels of anger
 - Increased secretiveness, especially around internet use
 - Expressions of sympathy for extremist ideologies and groups, or justification of their actions
 - Accessing extremist material online, including on Facebook or Twitter
 - Possessing extremist literature
-

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Checking the identity and suitability of visitors

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

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

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

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

Non-collection of children

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

- Attempt to contact parents/carers in the first instance
- Attempt to contact the second named person for emergency contact provided by the parents/carers
- If unable to make contact with parent/carers, contact with the duty social worker will be made. The child will be kept safe in school until a decision is made by social worker

This will be recorded on CPOMs by a member of the SLT (DSL and DDSL's)

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents/carers immediately to locate the child
- If unsuccessful, contact two other named emergency contacts provided by the parents/carers
- Finally call 101 and report to the police.

This will be recorded on CPOMs by a member of the SLT (DSL and DDSL's)

COVID-19 school closure arrangements for Safeguarding and Child Protection at St Joseph's Catholic Primary School

This additional Appendix of **St Joseph's Catholic Primary School** Child Protection and Safeguarding Policy details of our individual safeguarding arrangements in the following areas

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Key contacts

Role	Name	Email
Designated Safeguarding Lead	Clare Howells	head@st-josephs.gloucs.sch.uk
Deputy DSL	Natalie Jones Paula Freckleton	njones@st-josephs.gloucs.sch.uk pfreckleton@st-josephs.gloucs.sch.uk
Chair of Governors	Gabriella Tiley Syd Gwyer	foundationgovernor3@st-josephs.gloucs.sch.uk chair@st-josephs.gloucs.sch.uk
Safeguarding Governor	Nicola Connolly	foundationgovernor4@st-josephs.gloucs.sch.uk

Whilst the partial closure is in place, the school site will remain open for vulnerable children and those whose parents are key workers when requested

2. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are and will ensure provision is offered to them whilst the school is in partial closure.

St Joseph's Catholic Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers. The lead person for this will be: Paula Freckleton – Pastoral Support Worker (PSA).

There is an expectation that vulnerable children who have a social worker can attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St Joseph's will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Senior leaders and/or PSA or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

St Joseph's Catholic Primary School leaders will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

St Joseph's Catholic Primary School leaders and social workers will agree with parents/carers whether any will be attending school and then follow up on any pupil that they were expecting to attend, who does not.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

The Department for Education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. This attendance record will also be shared with the local authority hub lead.

4. Designated Safeguarding Lead

When St Joseph's Catholic Primary School is partially opened, a DSL or Deputy will be on site.

It is important that all staff have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The Designated Safeguarding Lead: **Clare Howells**

The Deputy Designated Safeguarding Leads: **Natalie Jones and Paula Freckelton**

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy.

In the unlikely event that a member of staff cannot have a direct conversation with the DSL or a Deputy DSL, they should email them to ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should follow the process outlined in the school Child Protection and Safeguarding Policy.

Concerns around the Headteacher should be directed to the Co-Chair of Governors: Gabriella Tiley (foundationgovernor3@st-josephs.gloucs.sch.uk) or Syd Gwyer (Chair@st-josephs.gloucs.sch.uk)

6. Safeguarding Training and induction

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. All staff are expected to read and understand this annex and have signed that they have done so. Where this is not possible, staff will provide confirmation via email that they have read the new annex to the policy.

It is recognised that DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Joseph's Catholic Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE). In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

St Joseph's Catholic Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

If we are utilising volunteers, we should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. It is noted that **under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.**

Regarding members of the school workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school to support the care of children.

The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in another school setting.

If St Joseph's is the receiving school, a risk assessment will be carried out as it would for a volunteer (see above). Whilst the onus remains on the school to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving school chooses to, via seeking assurance from the current employer rather than requiring new checks.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.'

During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers will be in school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

8. Online safety in schools and colleges

St Joseph's Catholic Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

9. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

St Joseph's Catholic Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school, we will signpost children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

School staff are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

Support for parents and carers to keep their children safe online includes:

- Internet matters - for support for parents and carers to keep their children safe online
 - London Grid for Learning - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and carers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow - for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers
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Virtual Learning

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by the Senior Leadership Team to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

10. Supporting children not in school

St Joseph's Catholic Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

St Joseph's Catholic Primary school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

St Joseph's Catholic Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the St. Joseph's Catholic Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

St Joseph's Catholic Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

11. Supporting children in school

St Joseph's Catholic Primary School is committed to ensuring the safety and wellbeing of all its students.

St Joseph's Catholic Primary School will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

St Joseph's Catholic Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

St Joseph's Catholic Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where St Joseph's Catholic Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

12. Peer on peer Abuse

St Joseph's Catholic Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Children who are in school during partial closure will be supervised at all times, to ensure they feel safe.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection and Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required ensuring the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

13. The Role of the Local Authority

The school will continue to work very closely with Gloucestershire Safeguarding Executive Board to ensure that children of critical workers and vulnerable children can, where required, attend school.

14. Safeguarding and Clustering of Schools

If we need to cluster with another school where children and/or staff from multiple settings are clustered in one place, the principles in Keeping children safe in education (KCSIE) continue to apply. In particular, the school that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.